DOCUMENT RESUME

ED 090 519

CS 001 077

TITLE

Evaluation of School-Based Right to Read Sites:

Volume III, Parts 1,2,3--Individual Site

Assessments.

INSTITUTION

Contemporary Research, Inc., Los Angeles, Calif.;

Office of Education (DHEW), Washington, D.C. Right to

Read Program.

PUB DATE

Oct 73.

NOTE

899p.

EDRS PRICE

MF-\$1.50 HC-\$42.60 PLUS POSTAGE

DESCRIPTORS

Elementary Grades: National Surveys: Reading: Reading Ability; *Reading Achievement; Reading Development; *Reading Improvement; Reading Instruction; *Reading

Programs: *Reading Research: Secondary Grades

IDENTIFIERS

*Right to Read

ABSTRACT

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume 3 (parts 1, 2, and 3) describes reading programs in terms of school, student, and teacher characteristics. Additionally, all program variables that characterized each site are reported. Where appropriate, these variables are described in terms of the extent to which each site included them, and an assessment of their contribution to the success of the program is indicated. Data found in each school-hased site self-evaluation are used extensively in volume 3. Section J reports information related to major outcomes identified in the self-evaluations. These are objectives and degree of fulfillment, major findings, and recommendations. Information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total school information. The Right to Read Program at each school receives a description of approximately twenty pages. (WR)

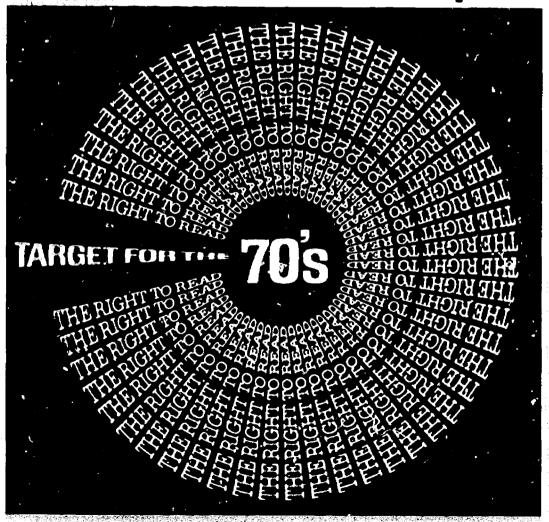
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evaluation of interest evaluation of section of section of school-based sites eight to read sites

65

volume III individual site assessments, part l



evaluation of school-based right to read sites

volume III individual site assessments, part l

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OCTOBER 1973

PREPARED FOR: U.S. OFFICE OF EDUCATION WASHINGTON, D.C.







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INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.



School: 0101



INDIVIDUAL SITE ASSESSMENT

	эслос); <u> </u>	101							
	Grad	es: <u>1</u>	-5					<u> </u>		
Sch	ool Cha	racie	ristics	, ;						
1.	Googne	nhia	Darla	•		A	В	C*	D	E
1,			Region		, L.			X	<u> </u>	<u></u>
	Kentu	cky,	his reg Louisi Tennes	ion are: A anà, Miss Isee	labama, issippi,	F: No	lori orth	da, Car	Geo olin	rgi ia,
2.	Urban-	Rur	al Inde	<u>x</u>						
			Urban	Subu	rban		Rur X	al]	
3.	Studen	t Por	oulation	(Total Sc	hool)					
	• To	tal I	Reporte	ed Enrollin	nent 38	3				
			-	s in Each			el			
	Gi	rade	No. of	Students	Grad	<u>le</u>	No	of S	iud	ent
		K			7					
		1		75	8					
		2		75	9					
		3		78	10			· <u>-</u>		
		4		92	11					
		5		63	12					
		6	وموطونيت حمدو							
	• Sti	uden	t Ethnic	city (Total	School)					
	-		****				Pe	1,C6	nt	
			Anieri	ican Indiar	ı				_	
			Asian							
			Black				1	7		
			Mexic	an Americ	an			·		
		-	Puert	Rican						
			White				83	3		
			Other	•				,		



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			P	ercent			
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К								
1	75		16				84	<u> </u>
2	75		11				89	
3	78		18				82	
4	92		16				84	
5	63		22				78	
6								•
7						*	· ·	
8								
9								
10								
11								
12								
							<u> </u>	
								
are organica a quantita quinty								



•	3. Ro (se	eading Gains for 1972-73 Sch	ool Year* Treport)	**************************************
	•	Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
		1	2.9	1, 7
	•	2	2.0	
		3	1.4	0.8
	÷	4		1.2
		5	1.9	1.4
		6	1.6	1,1
	•	Overall Mean Gain for Sch (means adjusted for differ	ing class sizes)	1.4
	6	Name of Standardized Test(s) Used	CAT, Slosson Oral	rifinit nos bustos
c.	ToAg	. Years Teaching Experience	7 Mean Range 3/yrs. 22-55+ yrs 13 yrs. 2-32 yrs. Male Female	
•	Ethnici	No. 1 3	Mexican Puerto	No Other Indication
•	Degree	No. BA or BS MA	or MS PhD Other N	lo Indication
)	Area of Degree		man- Fine ies Arts Phys Sci Ma Bilingual Multi	No Indi- th Other cation No
•	Job Tit	Spec Teacher	Spec Subject Othe	
	Resider	itial No. Inner City Urba	n Suburban Rural No I	ndication



Teacher Attitude Toward Right To Read Features 0 (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-6 1 ment 5 1 1

In-service
Training 5 1 1

Reading
Specialist 2 3 1 1

Instructional
Materials 3 3 1

Yes

•	Teacher Preference Regarding Continuing to
	Teach in Right To Read Program next year:

No: of Teachers:

Yes,	if	changes	are	made
Ques	tio	nable		
No				

4	
1	
1	
1	

D. Identification of Project Director

District Supt.		Reading Specialist	Classroom Teacher	No Title Indicated
	ر. وغ			

No Response

E, <u>I</u>	Effecti	veness of	Righ	t To Read	d Ma	terials					
•		Program F					Very Useful	Useful	Not Useful	No Indi	cation
		•					х				
	n n	A documen parent involveds and on naterials, a on redirect	olven object and p	tives, ider trogram o	itific entifi orgar	ation an ication nization	nd pri of bas s. Al	oritizing ic readi: so suppl	of stude ng appro	ent ache	
Ways in	which	PPP was	use	d in progr	ram:						
Structu: and Pla	ring nning	Identifica Student/T	tion each	of er Needs	Ide of (ntificat Objectiv	ion L ves F	isting riorities	Ongoin Eval.		o dication
>	Κ					X		x			
•	St	atus and F	Repo	rting Cent	er	Very <u>U</u> seful	Usef	Not ul Usefu	No 1 Indica	tion	
	. (S	and RC)							x		
		document ent during hools and	hran	ning of ac	CLIVIL	ies. an	d liai	Ron with	nunity in surround	volve ding	; -
Vays in	which	S and RC	was	used:							
rogr a m Planning	Stud Need	ent/Teach Is Assessn	er nent	Task Assignm	ents	Displa Progr	ay am Pı	ogress	Referen Source	ce	
		rmation semination	No Indi	ication							
		x									



F. Technical Assistant Utilization

•	Rating of Helpfulness:	,	Helpful	Not Helpful	No Indication
					X

Technical Assistant Activities:

1.	Program planning	×	11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3.	Interpret Right to Read		13. Observe classes
	planning materials	-	14. Advise on parental
4.	Work on the Unit Task Force	×	involvement
5.	Develop Work Statement/ Proposal		15. Recommend consultants
			16. Budget planning
6.	Develop or identify curriculum materials		17. Evaluation x
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription	x	
9.	Identify objectives	1 1	19. Plan for 1973-74 program
7.	ruentity objectives	\vdash	20. No indication of activity
10.	Staff development		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,



		(2. (요리) 보통 기계를 됐다. 2016년 10월 2	Right To Read	ARCHER STANDERSON DE PAR	Very	Useful	Not Useful	No Indication
]	needs and o materials, a	with charts plyement, iden bjectives, iden nd program of on of existing	ntification	of basi	ritizing c readin	of studer g approa	it ches.
の登る記念 安全に挙 会に知ったい だい	whic	강한 아니라는 역사 가수 바느까게 살아 하는 것 않나요?	used in progr					
Structur and Plan	ing ming	Identificat Student/Te	ion of eacher Needs	Identificat of Objecti	ion Li ves Pr	sting iorities	Ongoing Eval,	No Indicatio
\×				X		X		
	S1 (S	tatus and Rei and Rei	porting Cente	Very er Useful	Useful	Not Useful	No Indicati	on
	(A me	document vent during phools and R	with charts gullanning of actight to Read,	iding the s ivities, an Washingto	chool ir d liaiso n, D.C.	commun with s	X inity invo urroundi	llve- ng
Ways in v	The will replace	S and RC w	as used:		.*			
Program	vhich Stud	S and RC w		Displa	iy Am Pro _l	R gress S	eference ource	
Program	vhich Stud	S and RC w	mn	Displants Progra	am Proj	R gress S	eference ource	
Program Planning	vhich Stude Need	S and RC went/Teachers S Assessme	Task ent Assignme	Displants Progra	am Pro _l	gress S	eference ource	
Program Planning	vhich Stude Need Infor	S and RC went/Teachers Assessme	Task ent Assignme	Displants Progra	am Pro _l	gress S	eference ource	

F. Technical Assistant Utilization

 Rating of 	Helpfulness:	Not No ul Helpful Indication

Technical Assistant Activities:

Part	하면 가는 사람들이 살아 있는 것이 되었다면 하는 것이 되었다. 그는 사람들이 없는 것이 없다는 것이 없다면 하는데 없다면 하는데 되었다면 되었다면 하는데 되었다면 되었다면 하는데 되었다면 하는데 되었다면 하는데 되었다면 하는데 되었다면 하는데 되었다면 되었다면 되었다면 하는데 되었다면 되었다면 하는데 되었다면 되었다면 되었다면 되었다면 되었다면 되었다면 되었다면 되었다면		문화되어 되지 않겠다니다 생물이 아무용된 경우를 위한 사람들이 살아가게 하셨다. 나를 다		4
1.	Program planning	×	11. Identify alternate approaches		
2,	Program implementation		12. Develop team teaching	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
3.	Interpret Right to Read planning materials		13. Observe classes		
4.	Work on the Unit Task Force		14. Advise on parental involvement		
5,	Develop Work Statement/ Proposal		15. Recommend consultants		
6.	Develop or identify curriculum materials		16. Budget planning 17. Evaluation	X	
7,	Needs assessment		18. Liaison with Right to Read,		
8.	Diagnosis/prescription	x	Washington, D,C,	<u> </u>	
9.	Identify objectives	П	19. Plan for 1973-74 program		
0.	Staff development		20. No indication of activity		(1 May 6 %)



G. Parent Involvement

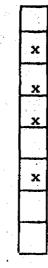
- Extent of Involvement
- High Medium Low No Indication

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination

x

14. No indication





H. Teacher Aides

Per	centage of	Teachers Reporting Aides		A
•	Worked	in classrooms		100%
• (27)	Were pa	id		89%
•	Were:	Paren		11%
	;	Student eacher		
		Community organization member		1 1
		High school student		44%
		Other		100%
•	Average per sem	number of hours aides worked		426
•	Types of	f Activities Performed:		
	Tutoring	students		x
· .	Marking	tests		×
	Distribu	ting materials		х
	Working	in small and large groups	; ,	x
	Prepari	ng materials		х
	Liaison	with parents and other outside personnel		х
	Bus mor	nitoring		
	Supervis class	sing recreational activities in or outside		x
	Classro	om maintenance		х
	Supervi	sing field trips		х
	Other _	•		

Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
8			1



Program Characteristics I,

ı.

1.	Inser	vice Training:			
*	•	Individuals resp	onsible	for training:	
		Consult Technic Project Reading Classro No indi	cal Ass direct g speci	alist	х
	•	Individuals train	ied:		
	•	Reading Classro Other s Parapr Parent No indi	com tes staff ofessions		x
Concep Langua Motor Right t	t back t age de- and pe o Read stic/p	ory ground and self velopment erceptual skills d Program erescriptive	x	Instructional approach Instructional materials Teaching techniques Classroom organization and management Evaluation No indication	



 Training Methods

Group or individual meetings, seminars, workshops, conferences School visitations, demonstration teaching, classroom observations University courses x Video taping, audio-visuals, multi-media No indication

2. Unit Task Force Activities

Planning Phase

Rating of helpfulness: Very Not No Helpful Helpful Indication х

UTF Members:

Consultants Administrators Reading specialist Teachers **Parents** Others No indication

Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	x		



• Types of Activiti	ies:
Meet with TATs Develop proposal or work statement Needs assessment Develop diagnostic/prescriptive approach Identify objectives Gather data Complete PPP	Develop materials Inservice training Budget Information dissemination Develop tests Evaluation No indication
Implementation Phase Rating of Helpful	
	Consultants Administrators Reading specialist Teachers Parents

• Frequency of Meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
	,	``````````````````````````````````````	
	×		



No indication

• Types of Activities:

Meet with TATs/consultants	×	Status and reporting activities	15 G. 21 g
Develop criteria for student		Record progress	
selection or placement		Serve on special committees	
Student diagnosis		Review program progress	
Identify tutors		Information dissemination	×
Inservice training		Evaluation	- 1967 - 1967 - 1968
Develop community involvement activities	x	No indication	

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription	x	Supplementary materials	
Identification of student skill levels	x	Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	x
Contracts		Commercially made programs	
Individualized instruction	х	Student grouping	×
Progress checklists	x	Special classes	
Testing	x	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
		Basal text instruction	
		No indication	



4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

_		
L	184	4
	90	
	6	
	,	

Mean Number of Semester Hours Reported per Class

61
85
289
2
0
126
0
,
•

Mean Number of Semester Hours Reported per Class

	3
L	105
	72

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 9

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking Used)

Standard English
Non-Standard English
Spanish
French
American Indian language or dialect
Japanese
No indication

8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

3	
1	
0	
0	
10	
11	
0	
0	
120	
0	



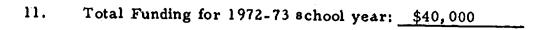
9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

	٠
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8	
3	
3	
	-
0	
22	
3 0 55 0 36	
1000 1000	1
36	į
23	
21	
0	
0 32	
2	
	l
<u> </u>	

10.	Classroom Evaluation Procedures:	
		Number of Classroor in Which Procedure Used
	Diagnostic reading tests are used with most or all students to determine individual reading needs.	9
•	The teacher has formulated or selected specific objectives for each student.	9
•	The teacher has formulated or selected specific objectives for the entire class.	9
	The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
•	Performance of students is measured in terms of objectives set for each individual.	9
•	Performance of students is measured in terms of objectives set for the entire class.	5
•	Visible records are kept of class performance.	0
•	Records of each student's performance are kept with respect to each objective.	9
•	Students are kept informed of their progress.	8
• ,	Students are involved in self-evaluation.	7
•	Parents are informed of students' progress.	9
• .	No indication	





J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				· / .		shmen	ı /
				0/	0/	3/5	7
					8 / ;		/
Project Objectives	SO AND		1 2 5 6 A S	1 2 C C C C C C C C C C C C C C C C C C		12 July 18 Jul	
STUDENT				- (- · · · ·	1-	1	
Student Attitude	x	x					
Student Behavior						1	
Student Reading Achievement	X	Х				1	
Reading-Related Skills	Х	X				1	
TEACHER]					1	
Teacher Competency					:		
Teacher Attitude						1	
Teacher Behavior				1		1	
PARENT/COMMUNITY		T				1	
Parent/Community Involvement						,	
Parent Attitude							
PROGRAM							
Information Dissemination		j					
Individualization of Instruction							
Innovations							
Inservice Training							
Additional Materials, Services or Personnel							

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

Major Area	15. W.	Sire Reported Finding Street Park Sire Reported Finding Street Fin
STUDENT		
Reading Achievement	X	
Reading - Related Skills		
Social Skills		
Attitude		X
TEACHER		
Competency	X	
Attitude	X	
Teacher-Student Relations		
Teacher-Staff Relations		
PARENT/COMMUNITY		
Support		
Involvement		
PROGRAM		
Success of Inservice Training		
Program Flexibility		
Helpfulness of Technical Assistance		
Significant Changes in Reading Approach		
Individualization of Instruction		
Value of Assistance from Aides/Volunteers		

Contract Con				
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cire nin	ו אינו די איראוא	יויאיויט ע וכ	THE REPORT OF THE PARTY OF THE	
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^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area, More emphasis on reading-related skills Increased emphasis on improving student achievement Increased emphasis on improving student attitude More remedial help Increased effort to involve parents/community Increased school-parent communications More staff training More emphasis on diagnostic-prescriptive approach More emphasis on individualization of instruction Expand program within school/school district More materials/equipment/personnel Increased emphasis on improving teacher competency Increased emphasis on improving teacher attitude Improved evaluation techniques Re-definition of needs Improved communication with HEW

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

Continued funding



School: 0201

©

INDIVIDUAL SITE ASSESSMENT

School:_	0201		
Grades:	K-8	, ,	
hool Charact	eristics		
Geographi	c Region	A	B C D E F
*States in Oregon,	this region are: Ala Washington	ska, Ida	ho, Guam, Nevada
Urban-Rui	al Index		
Student Po			Rural x
1	· · · · · · · · · · · · · · · · · · ·		
			el
Grade	No. of Students	Grade	No. of Students
K	72	7	74
1	83	8	125
2	86		
3	86		
4	87		
5	97		
6	92		
• Studen	t Ethnicity (Total S	chool)	
•	American Indian		Percent
			
	, , , -		*****
			<u> </u>
	5		
			<u>87</u>
	Grades: nool Charact Geographi *States in Oregon, Urban-Rur Student Po Total Grade K 1 2 3 4 5 6	Grades: K-8 Geographic Region *States in this region are: Ala Oregon, Washington Urban-Rural Index Urban Subur Student Population (Total School) Total Reported Enrollme Total Students in Each Grade No. of Students K 72 1 83 2 86 3 86 4 87 5 97 6 92 Student Ethnicity (Total School) American Indian Asian Black	Grades: K-8 Geographic Region *States in this region are: Alaska, Ida Oregon, Washington Urban-Rural Index Urban Suburban Student Population (Total School) Total Reported Enrollment 802 Total Students in Each Grade Lev Grade No. of Students Grade K 72 7 1 83 8 2 86 9 3 86 10 4 87 11 5 97 12 6 92 Student Ethnicity (Total School) American Indian Asian Black Mexican American Puerto Rican White



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К	72	8	3		5		84	
1	83	8					92	
2	86	6	1		1		90	
3	86	6	2		6		86	
4	87	8	1		3		88	
5	97	7	5				88	
6	92	7					93	
7	74	1	5		1		93	
8	125	12	3	-	1		84	
9							,	
10				-				
11						-		
12								
÷								
			, i					
		-				· · · · · · · · · · · · · · · ·		
						-		



		o Vol. II, V, A for detailed	(robort)	요지하는 사람이 있을 것이다. 그런 지금 10일 전기 기가 되었다.
	6	Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
		1	-0.6	
		2 · · · · · · · · · · · · · · · · · · ·	1,2	0.8
		3	1.2	0.9
		4 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1.0	1,1
		5	1.1	1.0
		6	1.0	1.0
	o .	Overall Mean Gain for Sch	the state of the s	
		(means adjusted for differi	ng class sizes)	1.1
	©	Name of Standardized Test(s) Used	MAT	
	· · · · · · · · · · · · · · · · · · ·		dependent republic contents the section of the process of the process of the section of the sect	
c	Right to	Read Teacher Characterist	les	
	o Tota	il Number Reported	[24]	
	ogA o	Years Teaching Experience	Mean Range 20-55+	
		Toucht Touchtig Thy Particules	1 9 1 1 20 .	
	Sex	Ne Percei	Male Female	
	s Sex Ethnicity	No. Amr Ind Asian Black	Male Female 3 20 87 Mexican Puerto ck Amer Rican White C	No ther Indication
	s Sex Ethnicity	No Percei Amr Ind Asian Bla	Male Female 3 20 87 Mexican Puerto ck Amer Rican White C	No ther Indication 1
	s Sex Ethnicity	No. Amr Ind Asian Black	Male Female 3 20 87 Mexican Puerto ck Amer Rican White C	ther Indication
	Sex Ethnicity	No. Amr Ind Asian Black No. I BA or BS MA or No. 18 6 Hum No. 20 1 11 Read Reading	Male Female 3 20 87 Mexican Puerto ck Amer Rican White Company PhD Other Notes Not	ther Indication 1 4.2 o Indication No Indication 1 Other cation
	Sex Ethnicity Degree	No. Amr Ind Asian Black No. I BA or BS MA or No. 18 6 Hur Fduc Soc Sci itie No. 20 1 1 Read Reading Spec Teacher	Male Female 3 20 87 Mexican Puerto ck Amer Rican White Company PhD Other North Physics Mathematics Arts Physics Mathematics Arts Physics Mathematics Spec Subject Other	ther Indication 1 4.2 o Indication No India 1 Other cation No
J	Sex Ethnicity Degree	Percent Amr Ind Asian Black No. 1	Male Female 3 20 87 Mexican Puerto ck Amer Rican White Company PhD Other Notes Arts Phys Sci Mathematics Arts Phys Sci Mathematics Arts Spec Subject Other 23	ther Indication 1 4.2 o Indication No India 1 Other cation No

fotal number of classes for which achievement data were reported: 21

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Parent Involve-

ment

In-service Training

Reading Specialist

Instructional Materials

Exc	cellent	Good	Adequate	Poor	Very Poor	in Program
,		2	11	2		9
		3	5	4	3	8
4	.	5	7	2		6
2	, 	8	1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	12

•	Teacher	Preference Regarding Continuing t	o
	Teach in	Right To Read Program next year:	

No: of Teachers:

11

7

Yes Yes, if changes are made Questionable

No No Response

2	
4	

Identification of Project Director D.

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
				×	



E. <u>E</u>	ffect	veness of Righ	t To Read	Mate			'	••		1000
•		Program Plann (PPP)	ing Proce	dure	Very Usei		ful	Not Useful	No Indicatio)n
	1	A document wit parent involven needs and objec- materials, and p on redirection	nent iden ctives ide program o of existing	tificat intificat rganis reso	ion and pation of bations.	rioriti asic re Also si	uch a zing adin	of stude g appro- ed infor	nt aches, mation	
Structu	ring	h PPP was use Identification Student/Teacl	of	Ident	ification ojectives			Ongoin Eval,	g No Indica	tior
	x				×	×				
	(. n	Status and Repo S and RC) A document with nent during plan chools and Rig	h charts g	uiding	es, and li	ol in c	x omm	unity in	volve -	
Progran	n Stu	h S and RC was dent/Teacher ds Assessmen	Task	ients	Display Program	Progr	ess	Referen Source	ıce	
		ormation Nessemination In								
										. 11.



F. Technical Assistant Utilization

• Rating of Helpfulness:		7	Helpful	Not Helpful	No Indication	
		*	х			

Technical Assistant Activities:

		-		
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read planning materials		13. Observe classes	
4,	Work on the Unit Task Force	X	14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal	$ \mathbf{x} $	15. Recommend consultants	
6.			16. Budget planning	
٠.	Develop or identify curriculum materials		17. Evaluation X	
7.	Needs assessment		18. Liaison with Right to Read, X	
8.	Diagnosis/prescription			
9.	Identify objectives		19. Plan for 1973-74 program	
ń	Staff dayslanment		20. No indication of activity	



G. Parent Involvement

•	Extent	of
	Involve	ment

High Medium Low No Indication

• Activities:

	Unit Task Force
2.	Program planning
3,	Program implementation
4.	Develop materials
5.	Purchase/repair materials
6.	Aides, tutors, volunteers
7.	Advisory council
8.	Workshops, conferences

9.	Reading is Fundamental	
10.	PTA, open house, other traditional meetings	х
11.	Supplementary activities	
12,	Community relations	
13.	Information dissemination	
14.	No indication	



H. Teacher Aides

Per	centage of Teachers Reporting Aides	
•	Worked in classrooms	82%
• '	Were paid	68%
•	Were: Parent	59%
	Student teacher	4 %
* 0	Community organization member	14%
	High school student	
· į.	Other	
6))	Average number of hours aides worked per semester	78
•	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
. : 4	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	And the second second
	Bus monitoring	X
i	Supervising recreational activities in or outside class	X
	Classroom maintenance	x
	Supervising field trips	X
	Other	

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	12		र्वे के किस के किस किस के किस क स्वार्थिक के किस के



I. Program Characteristics

Inservice Training.

1.

	•	Individuals responsible for training:
		Consultants
		Technical Assistant Team (TAT) members
•	-	Project director
		Reading specialist

Classroom teacher

No indication

Individuals trained:

Reading specialist/teacher

Classroom teachers

Other staff

Paraprofessionals

Parents

No indication

• Training areas

Learning theory Instructional approach Student background and self Instructional materials concept Traching techniques Language development Classroom organization and X Motor and perceptual skills management Right to Read Program Evaluation Diagnostic/prescriptive No indication approach



•		Tra	ining	Metl	nods
---	--	-----	-------	------	------

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media No indication X X

2. Unit Task Force Activities

Planning Phase

• Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			х

• UTF Members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others
No indication

Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	<u></u>		x



	•	Types of Activ	ities:					
feet with T Pevelop pro tatement feeds asser Develop dia pproach dentify obje ather data complete P	pposal ssmen gnosti ective	tc/prescriptive	X X X	Develop Inservice Budget Informat Develop Evaluatio No indica	e traininion diss tests	ng	on X	
	Imp	lementation Phas	<u>e</u>					
	•.	Rating of Helpf UTF members:		Very Helpful	Helpful	Not Helpful	No Indicatio	<u>n</u>
			Readin Teach	istrators g speciali ers	st			
	•	Frequency of M		ication			x	
	* *			Very Frequent	Frequ	ent In	frequent	No Indication



Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student	Record progress	
selection or placement	Serve on special committees	7. 7
Student diagnosis	Review program progress	X.
Identify tutors	Information dissemination	Ý
Inservice training		<u> </u>
meet vice training	Evaluation	X

No indication

3. Components of Diagnostic/Prescriptive Approach:

Types of Activities:

Develop community involvement activities

			1.
Individualized prescription	X	Supplementary materials	X
Identification of student skill levels		Games, manipulatives	
Teacher observation	X	Audio-Visual, Multimedia	
Contracts		Commercially made programs	
Individualized instruction		Student grouping	
Progress checklists	X	Special classes	X
Testing	X	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	X
		Language experience approach	
		Basal text instruction	
		No indication	



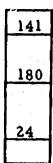
4. Program Location:*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication



5. Student/Teacher Organization:

Single teacher--multi-subjects

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

Mean Number of Semester Hours Reported per Class

I	395
I	
l	14
I	0
I	13
l	6
I	50
	2

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

> 23 50 107

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Language)

100 %

87%

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standa: a English

Meaning emphasis.
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

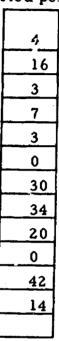
25	
25 30	
5	
0	
6	
9	
14	
12	
54	
7	



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication





10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or all students to determine individual reading needs. 11 The teacher has formulated or selected specific objectives for each student. 10 The teacher has formulated or selected specific objectives for the entire class. 20 The teacher has developed or identified an instrument for measuring attitudes toward reading. 7 The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class. 8 Performance of students is measured in terms of objectives set for each individual. 11 Performance of students is measured in terms of objectives set for the entire class. 16 Visible records are kept of class performance. 16 Records of each student's performance are kept with respect to each objective. 7 Students are kept informed of their progress. 19 Students are involved in self-evaluation. 11 Parents are informed of students' progress. 22 No indication

11. Total Funding for 1972-73 school year: \$40,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			, 		gree mplis	hment	\int
	SA ST	1 2 4 6 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	To de la	Acco	\$ S S S S S S S S S	Par la	
Project Objectives	STA W		* \Q^*	\$° \\$°			
STUDENT							
Student Attitude	X	<u> </u>		<u> </u>	х		٠.
Student Behavior						•	
Student Reading Achievement	x				\mathbf{x}		
Reading-Related Skills	x				X		
TEACHER							
Teacher Competency	X				\mathbf{x}		
Teacher Attitude							
Teacher Behavior	x				\mathbf{x}		
PARENT/COMMUNITY		-					
Parent/Community Involvement	_x	X					
Parent Attitude							
PROGRAM							
Information Dissemination							
Individualization of Instruction							
Innovations							
Inservice Training							
Additional Materials, Services or Personnel							

[&]quot;Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		Sire Rest Court 888	Pinding Satisfied Finding Satisfied	Tro Nor No. Vir. No. Or No. Vir. No. Vi
	/:	\$ \$ \	2 6	
	Ŕ		5 × ×	24
	\ \text{\(\frac{1}{2}\) \\ \text{\(\frac{1}2}\) \\ \text{\(\frac{1}{2}\) \\ \text{\(\frac{1}{2}\			
Major Area	Tig A	/ 8 8	\i\i\i\i\a\i\c)	3/
STUDENT				ĺ
Reading Achievement				
Reading-Related Skills			,	
Social Skills				
Attitude				ì
TEACHER				
Competency				
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				·
Involvement	×			
PROGRAM				
Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance	x			
Significant Changes in Reading Approach				
Individualization of Instruction				
Value of Assistance from Aides/Volunteers	x			

SITE DID NOT CLEARLY STATE FINDINGS

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
******	More remedial help
<u>x</u>	Increased effort to involve parents/community
	Increased school-parent communications
<u> x</u>	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
whole rubes	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
······································	Improved communication with HEW
<u>X</u>	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS



School: 0401



INDIVIDUAL SITE ASSESSMENT

		S	chool:	0401	····			· .	·		
		G	rades:	K-6	· · · · · · · · · · · · · · · · · · ·			···			
A.	Sch	ool	Characte	ristics							
	1.	Ge	ographic	Region			В	$\frac{c}{L}$	D*	E	F
		*St No	ates in the w Mexic	his region co, Oklaho	are: Ari ma, Tex	izona, A kas	Arkar	sas,	Cal	lifo	rni
	2.	Ur	ban-Rura	al Index							
				Urban	Subur	ban [Ru]		
	3.	Stu	dent Pop	oulation (T	otal Sch	001)					
		•	Total F	Reported E	nrollme	nt 34	3 .				
		•		tudents in							
			Grade	No. of Stu	dents	Grade	. No	o. of S	Stude	ents	
			K	22		7					
			1	44		8					-
			2	54		9					-
			3	52		10					•
			4	58		11					-
			5	57		12	-				-
			6	56						 -	•
		•	Student	Ethnicity	(Total S	School)	p,	erce	nt		
				American	Indian						
				Asian							
				Black					-		
				Mexican A	America	n		1	-		
				Puerto Ri	can				_		
				White				99	_		
				Other			_				



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			Р	ercent			
Grade	No. of	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К	22						100	
1	44			<u>.</u>			100	
2	54						100	
3	52						100	
4	58	:					100	
5	57						100	
6	56						100	
7								
8			ļ 					
9								·
10			ļ }					
11								
12								
								•
						,		
			<u> </u>					



		co Vol. II, V, A	xor untarieu	Topotty	
	Ú	Grade Level (includes only	lovale		
		for which data			
		reported)		Mean Gain per Month	St. Dev.
		1			
		2.		2.6	0.8
		3		1.7	1.1
	*	4		1.0	0.6
		5		1,4	0.7
	•	6		1.8	0.8
	O	Overall Mean (means adjuste		ng class sizes)	1.0
	Ċ	Name of Stand Test(s) Used	ardized	Stanford Diagnostic	, ITBS
		resits) osed	•	Iowa Work Study	• • •
•	Right	io Read Teacher	Characterist	ics	
	• T	otal Number Repo	orted	7	• .
				Mean Range	
		ge - Verne Teachin	- F	29 20-44	
	6 N	o. Years Teachin	g Experience	Male Female	
	• Se	×		0. 6	
'			Perce	nt [_14_] [_86]	
	Ethnic	ity · Ammi	nd Asian Bla	Mexican Puerto ick Amer Rican White	No Other Indication
	270111,120	No.	10 113/411 1514	7	T T T
		Percent		100	
	Degre		or BS MA o	or MS PhD Other	No Indication
	20600	110.	Hin:	man- Fine	No In
	Area			4	ath Other catio
	Degre		1 Postina	Bilingual Multi	No
		Rea Spec		Bilingual Multi Spec Subject Oth	
	Job T		1		
	Reside Index	ential No.	City Urban	n Suburban Rural No	Indication
٠., •		•			



T	ures indicate	No Indica- tion or Not				
	Excellent	Good	<u>Effecti</u> Adequate		very Poor	Included in Program
Parent Involve- ment			2			5
In-service Training	1	1				5
Reading Specialist	1	1				5
Instructional Materials	1	1				5
• Tea Tea	cher Prefer ch in Right 1	ence R Fo Rea	egarding (d Program	Continu next	ing to year:	No: of Teachers:
			Yes			2
		• .	Yes, if c	hanges	are made	
			Question	able		
			No ·			
	•		No Respo	nse		5
D. Identificat	ion of Proje	ct Dir	ector			Brooked the Assessment of the
District Supt. 1		eading eciali	Reading st Teache		sroom cher Othe	No Title er Indicated



Program Planning Procedure (PPP) (A document with charts guiding the school in such area parent involvement, identification and prioritizing of sneeds and objectives, identification of basic reading apmaterials, and program organizations. Also supplied in on redirection of existing resources to support the new Ways in which PPP was used in program: Structuring Identification of Identification Listing On and Planning Student/Teacher Needs of Objectives Priorities Ev X Very Not	s as tudent proaches, nformation program) going No al, Indicate
(A document with charts guiding the school in such area parent involvement, identification and prioritizing of sineeds and objectives, identification of basic reading ap materials, and program organizations. Also supplied in on redirection of existing resources to support the new Yays in which PPP was used in program: Structuring Identification of Identification Listing On and Planning Student/Teacher Needs of Objectives Priorities Ev	tudent proaches, nformation program) going No al, Indicat
parent involvement, identification and prioritizing of seneeds and objectives, identification of basic reading ap materials, and program organizations. Also supplied in on redirection of existing resources to support the new Vays in which PPP was used in program: Structuring Identification of Identification Listing On and Planning Student/Teacher Needs of Objectives Priorities Evant X Very Not	tudent proaches, nformation program) going No al, Indicat
Structuring Identification of Identification Listing On and Planning Student/Teacher Needs of Objectives Priorities Ev X Very Not Not Useful Useful Useful In (S and RC) X	al, Indicat
A Status and Reporting Center Useful Useful Useful In (S and RC)	al, Indicat
• Status and Reporting Center Useful Useful Useful In (S and RC)	
• Status and Reporting Center Useful Useful In (S and RC)	
(S and RC)	11 41
X	dication
(A document with charts guiding the school in communit	
ment during planning of activities, and liaison with surischools and Right to Read, Washington, D. C.)	y involve- ounding
ays in which S and RC was used:	
Program Student/Teacher Task Display Reference Planning Needs Assessment Assignments Program Progress South	rence rce
orecast Information No Outcomes Dissemination Indication	
x	



F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
		x		

• Technical Assistant Activities:

ì.	Program planning	x	11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3.	Interpret Right to Read planning materials		13. Observe classes
4.	Work on the Unit Task Force		14. Advise on parental involvement
5.	Develop Work Statement/ Proposal		15. Recommend consultants
6.	• .		16. Budget planning 17. Evaluation X
7.	Needs assessment		18. Liaison with Right to Read,
8.	Diagnosis/prescription		Washington, D.C.
9.	Identify objectives		19. Plan for 1973-74 program 20. No indication of activity
0.	Staff development		20. No indication of activity



G. Parent Involvement

Workshops, conferences

34. (Extent of Involvement	High	Medium	Low	No Indica	ition	
	iivotyament		x				
	◆ Activities:	-					
•	Unit Task Force	9. <u>R</u>	leading is	Funda	mental		
	Program planning	10. PTA, open house, other traditional meetings					
•	Program implementation Develop materials	 1). S	upplement	ary ac	tivities		
	Purchase/repair materials	12, C	ommunity	relati	ons		-
•	Aides, tutors, volunteers		nformation		mination		1
	Advisory council	14. N	o indicati	on		<u> </u>	



H. Teacher Aider

Per	centage of	Teachers Reporting Aides	 (
•	Worked	in classrooms	100 %
•	Were pa	id	100 %
•	Were:	Parent	
		Student teacher	
		Community organization member	
		High school student	
		Other	100 %
•	Average per sem	number of hours aides worked	230
•	Types o	f Activities Performed:	
	Tutoring	students .	X
	Marking	; tests	. <u>X</u>
	Distribu	iting materials	X
	Working	in small and large groups	X
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	X
	Bus mot	nitoring	
	Supervi	sing recreational activities in or outside	x
	Classro	om maintenance	X
	Supervi	sing field trips	X
	Other		LX.

 Teacher rating of aides[†] effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	2	·	



I. Program Characteristics

I. <u>Inservice Training:</u>

• Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

Training areas:

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

Instructional approach
Instructional materials
Teaching techniques
Classroom organization and
management
Evaluation
No indication

X



X

X

	•	Training Methods:				
		Group or individual me	ectings, ser	ninars, worl	kshops,	x
		School visitations, der observations	nonstration	teaching, cl	assroom	
		University courses	·			
		Video taping, audio-vi	suals, mult	i-media		
2.	Unit	Task Force Activities				
		ning Phase	,			
	<u>بريانت بالنت</u>					
	•	Rating of helpfulness:	Ver Help	ful Heipful	Not No Helpful India	cation
	•	UTF Members:				
			Consultant	:8		
			Administr	ators	i	x
			Reading a	pecialist		х
			Teachers			x
			Parents			Х
			Others			
			No indicat	ion	ļ	
	•	Frequency of meetings				
			Very Frequent	Frequent	Infrequent	No Indicatio
						T x
			L	.1	1	1 -



leet with TATs	Develop mate	erinls X	,
Develop proposal or work tatement	Inservice tra		·
leeds assessment	Budget X Information		
Develop diagnostic/prescriptive pproach	X Develop tests	lissemination	
dentify objectives	x Evaluation		
lather data	No indication		
Complete PPP			
Implementation Pha	<u>8e</u>	•	
• Rating of Help	fulness:		•
	Very	Not No	
	Helpful Help	ful Helpful Indication	<u>on</u>
		х	
• UTF members	:	•	
	Consultants		
	Administrators	x	
	Reading specialist	x	
	Teachers	x	
×	Parents	\mathbf{x}	
	Others		
	No indication		
• Frequency of	Meetings:		
	Very Frequent Fr	equent Infrequent	No Indication
•	- 10440111 11	odeem wiredness	Indication

Types of Activities:



X

•	Types	of	Activities:
---	-------	----	-------------

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student	Record progress
selection or placement	Serve on special committees
Student diagnosis	Review program progress
Identify tutors	Information dissemination X
Inservice training	Evaluation
Develop community involvement activities	X No indication
3. Components of Diagnostic/Pre	scriptive Approach;
·	
Individualized prescription	X Supplementary materials X
Identification of student skill levels	Games, manipulatives
Teacher observation	Audio-Visual, Multimedia X
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	X Skill sessions
Neview case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors
	Language experience approach
•	Basal text instruction X



No indication

Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization: Mean Number of Semester Hours Reported per Class

	_
202	
157	
ļ	
0	

Single teacher--multi-subjects Reading specialist (responsible for more than one class) Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication

Mean Number of Semester Hours Reported per Class

_		•
	301	
	,	
L	58	
	0	
	0	
	0	
	0	
	0	
		1
_		٠

0
136
65



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Students Speaking Used)

Standard English

Non-Standard English

Spanish

French

American Indian language or dialect

Japanese

No indication

8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

0	
0	
0	
0	
0	
0	
0	
72	
129	
0	
	1



9. Techniques Used for Reading Instruction:

Machine-based programmed instruction		0
Other programmed instruction		0
Gaming/simulation		0:
Instructional TV		2
Interactive media		43
Intensive involvement	, ,	33
Discussion groups		52
Demonstration-performance		24
Lecture		0
Contracts	-	0
Use of supplementary materials		47
Other		0
No indication	[



Classroom Evaluation Procedures: 10. Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or all students to determine individual reading needs. 13 The teacher has formulated or selected specific objectives for each student. 13 The teacher has formulated or selected specific objectives for the entire class. 11 The teacher has developed or identified an instrument for measuring attitudes toward reading. 6 The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class. 6 Performance of students is measured in terms of objectives set for each individual. 13 Performance of students is measured in terms of objectives set for the entire class. 3 Visible records are kept of class performance. 13 Records of each student's performance are kept with respect to each objective. 13 Students are kept informed of their progress. 13 Students are involved in self-evaluation. 13

11. Total Funding for 1972-73 school year: \$50,000

Parents are informed of students' progress.

No indication



13

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

					gree mpli	shmen	/
	STATE OF THE PERSON OF THE PER		Side Side	Acco	D IN TO A	Indication of the second	7
Project Objectives	10 7 %			₹,	بخ/بخ		
STUDENT							
Student Attitude	x	Х					
Student Behavior							
Student Reading Achievement	Х	X					
Reading-Related Skills	X		X				
TEACHER							
Teacher Competency	x_	Х					
Teacher Attitude	x	X					
Teacher Behavior	x	Х					
PARENT/COMMUNITY	-						
Parent/Community Involvement	х	X					
Parent Attitude	x	X					the season
PROGRAM							
Information Dissemination	Х	Х					
Individualization of Instruction							
Innovations							
Inservice Training	х	Х					
Additional Materials, Services or Personnel							

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

불활동물은 기업을 다음하고 있다고 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하는데 함께 다음하고 있다. 생활동물은 사용하는 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하			/
		Sie A Caringing W. R. B.	Partie Morte of Friends of Control of State of
		14 3 gh	THE POLICY OF TH
		1 3 A	2 6 A
	126	3/4	
Major Area	18 4	1 1 1 1 1	
STUDENT			
Reading Achievement	x		
Reading - Related Skills			
Social Skills			
Attitude	x		
TEACHER			
Competency	$\perp_{\mathbf{x}}$		
Attitude	х		
Teacher-Student Relations		e e	
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility	 		
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	x		
Value of Assistance from Aides/Volunteers			

SITE DID N	OT CLEARL'	STATE	FINDINGS		
------------	------------	-------	----------	--	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
<u>x</u>	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
-	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
-	More emphasis on individualization of instruction
	Expand program within school/school district
<u>X</u>	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
******	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 0509



INDIVIDUAL SITE ASSESSMENT

	School	0509			
	Grades	K-6			
. <u>Scl</u>	100l Charac	ctoristics	A	В с р*;	in in
1.	Geograph	ic Region		LIXI	E F
	*States in New Me	this region are; xico, Oklahoma,	Arizona, Ar Texas	kansas, Cali	fornia,
2.	Urban-Ri	ıral İndex			
3.	Student P	Urban Su opulation (Total	х	Rural	
		Reported Enrol	_,	4	
		Students in Eac			
	Grad	e No. of Student	g Grade	No. of Studer	its ·
	K	65	7		
	2	68	_ 8		
	3	<u>68</u> 71	_ 9		
	4	94	_ 10 11		
	5	115	_ 12		
	6	125	-	ble Handicap	 ned 10
	• Stude	nt Ethnicity (Tot			P-04
	•			Percent	
		American Indi	an		
		Black	*	***************************************	
		Mexican Amer	ican	90	
	•	Puerto Rican	4~0H	80	
		White		18	
		Other		2	



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent							
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other	
K	65			78			22		
1	68	1		79			18	2	
2	68			86	- 		14		
3	71			76			23	1	
4	94		2	77	4		16		
5	115		 	86		<u> </u>	14		
6	125	- The standard of the standard	1	83			12	3	
7			<u> </u>						
8									
9		-				*			
10				,					
11									
12									
-				· ·					
					-				



	Grade Level (includes only levels for which data were reported)		Gain per Monti	St. Dev.
	1		1.2	0,6
	2	the state of the s	2,4	1.5
	3		2,0	1.0
	4		1,5	1,0
	5	•	2,0	1.3
	6 de la companya del companya de la companya del companya de la co		1,8	1,4
O	Overall Mean Gain for (means adjusted for		1.8 s sizos)	1,2
	Name of Standardized Test(s) Used	d <u>TC</u>	DBE, Cooperativ	ve, WRAT,CAT
AgeNoSex	. Years Teaching Expo	بالدينية المرابعين		
		tuinta	ican Puerto	No
Ethnici(Mex an Black Am		No ite Other Indica 1 6
	ty Amr Ind Asi	Mex an Black Am I 6 1 MA or MS	Rican Who 2 14	to Other Indication
Ethnici	No. Percent BA or BS No. 15 Educ Soc S No. 10 5 Read Rea	Mex an Black Am	PhD Othe Pine Arts Phys Sci Multi	r No Indication Math Other c
Ethnici(Degree	No. Percent BA or BS No. 15 Educ Soc S No. 10 5 Read Rea Spec Tea	Mex an Black Am I	PhD Othe Pine Arts Phys Sci Multi	r No Indication Math Other c



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involvement 3 7 2 4 3 In-service Training 6 2 1 3 Reading Specialist 5 6 3 5 Instructional 9 Materials 2 1

 Teacher Pref Teach in Right 	erence Regarding Continuing at To Read Program next yea	to Not of Teachers:
	Yes	16
	Yes, if changes as	re made
	Questionable No	
	No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	Х	Party trade			



e. <u>e</u>	ifectiveness of Right To Read Materials					ar, 1. Ografia				
•			ng Proce	dure			ul t	seful		
Waya in	(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)									
Structur	ing	Identification	i	Ider	ntificat Objectiv	ion ves	Lis Pri	ing orities	Ongoir Eval,	ig No Indication
		X			X					
		医环状腺素 医精神 医异性性 医骨髓炎	ting Cent			ប្ទ	eful	Not Usefu	No l Indica	ition
	(A document with charts guiding the school in community involve- ment during planning of activities, and ligison with surrounding schools and Right to Read, Washington, D.C.)									volve- ding
Ways in	which	n S and RC was	used:							
Program Planning Procedure (PPP) (A document with charts guiding the school in such areas a parent involvement, identification and prioritizing of study needs and objectives, identification of basic reading approximaterials, and program organizations. Also supplied info on redirection of existing resources to support the new program which PPP was used in program: Structuring Identification of Identification Listing Ongot and Planning Student/Teacher Needs of Objectives Priorities Eval. X X Very Not	Referen Source	ce								
X										
Program Planning Procedure Program Planning Procedure (A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches materials, and program organizations. Also supplied informatio on redirection of existing resources to support the new program Ways in which PPP was used in program: Structuring Identification of Identification Listing Ongoing No and Planning Student/Teacher Needs of Objectives Priorities Eval, Ind X X Very Not No Useful Useful Useful Indication (S and RC) (A document with charts guiding the school in community involvement during planning of activities, and ligison with surrounding schools and Right to Read, Washington, D. C.) Ways in which S and RC was used: Program Student/Teacher Task Display Reference Planning Needs Assessment Assignments Program Progress Source										
				•	· · · · · · · · · · · · · · · · · · ·					



F. Technical Assistant Utilization

- Rating of Helpfulness: Very Not No Helpful Helpful Helpful Indication
- Technical Assistant Activities;
- 11. Identify alternate approaches Program planning 1. 12. Develop team teaching Program implementation 2. 3. 13. Observe classes Interpret Right to Read planning materials 14. Advise on parental Work on the Unit Task Force involvement Develop Work Statement/ 5. X 15. Recommend consultants Proposal 16. Budget planning 6. Develop or identify 17. Evaluation curriculum materials X 18. Liaison with Right to Read, 7. Needs assessment Washington, D.C. 8. Diagnosis/prescription X 19. Plan for 1973-74 program 9. Identify objectives 20. No indication of activity X 10. Staff development



G. Parent Involvement

•	Extent of Involvement	

High Medium Low No Indication

Activities:

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9. 1	Reading	is:	Funda	mental
------	---------	-----	-------	--------

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 95% Were paid 90% Were: Parent 58 10% Student teacher Community organization member High school student 16% Other Average number of hours aides worked per semester 164 Types of Activities Performed: Tutoring students Marking tests X Distributing materials X Working in small and large groups Preparing materials Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class Classroom maintenance Supervising field trips Other __

Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	7		**************************************



I. Program Characteristics

1. Inservice Training:

Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

• Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

• Training areas.

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

Instructional approach
Instructional materials
Teaching techniques
Classroom organization and
management
Evaluation
No indication

X

X

X



•	Training Methods:	÷						
	Group or individual me	etings	, sem	inar	s, wor	kshops,		Z]
	School visitations, der observations	nonstr	ation t	each	ing, c	lassroor	n	<u>x</u>]
	University courses							
	Video taping, audio-vi	suals,	multi	-med	lia			
	No indication							
Unit	Task Force Activities			· . ·				
					· · . · · · · · · · · · · · · · · · · ·			
Plan	ning Phase							
			in the said					
•	Rating of helpfulness:		Very Helpf		elpful	Not Helpful	No Indica	tion
							X	
			<u> </u>					
•	UTF Members:					**		
		Cons	ultante	3				
		Admi	nistra	tors				
	•	Read	ing sp	ecia	list			
	:	Teac	hers					
		Pare	nte					
		Others						
		No in	dicati	on			دا	
•	Frequency of meeting							
		Very Frequ		E	quent	Infred		No Indica
		PPACI	IANT	P 74	i (1) i 1) (Birti			



				1	
Meet with	TATs		Develop materials	x	
Develop pr statement	oposal or work		Inservice training	X	
deeds asse	ssment		Budget		
pproach	agnostic/prescriptive		Information dissemi	nation	
dentify ob			Evaluation		
lather data			No indication		
Complete F	ppp				
	implementation Phase	<u>se</u>	e e e e e e e e e e e e e e e e e e e		
•	• Rating of Help	fulness:		• .	
			Very Not Helpful Helpful Hel	No pful Indication	
				x	4 (128) #2 #3
	• UTF members	:			
÷		Consul	ltants		
		Admin	istrators		
		Readin	g specialist		
		Teache	ers		
		Parent	8		
. •		Others			
		No indi	ication	X	
	• Frequency of M	feetings:	•		
		J	Very Frequent Frequent	No Infrequent In	o idication
			7,30,00		utcation

Types of Activities:



X

•	Types	of	Activities
---	-------	----	------------

	<u></u>	급선별
Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student	Record progress	
selection or placement	Serve on special committees	
Student diagnosis	Review program progress	X
Identify tutors	Information dissemination	X
Inservice training		X
Develop community involvement activities	No indication	
경우 (1985년 - 1985년 - 1 경우 (1985년 - 1985년 - 1 경우 (1985년 - 1985년 - 1		
3. Components of Diagnostic/Pr	escriptive Approach:	
Individualized prescription	Supplementary materials	
Identification of student skill levels	Games, manipulatives	
Teacher observation	Audio-Visual, Multimedia	
Contracts	X Commercially made programs	
Individualized instruction	Student grouping	
Progress checklists	Special classes	
Testing	X Skill sessions	
Review case histories	Field trips	
Staff conferences	Reading/language center	6.6
Student/teacher conferences	Reading specialist, tutors	x
	Language experience approach	
•	Basal text instruction	7 388 1894



No indication

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

> 119 205 33

Mean Number of Semester Hours Reported per Class

Mean Number of Semester Hours Reported per Class

42 58 110



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

7. Classroom Language (All Classes Combined):

8. Reading Approach:

Standard English

American Indian language or dialect

No indication

Spanish French

Japanese

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

15

Mean Number of Semester Hours



9. Techniques Used for Reading Instruction:

	•
Machine - based programmed instruction	8
Other programmed instruction	21
Gaming/simulation	11
Instructional TV	14
Interactive media	11
Intensive involvement	4
Discussion groups	38
Demonstration-performance	35
Lecture	2
Contracts	37
Use of supplementary materials	32
Other	12
No indication	·



	Classroom Evaluation Procedures:	Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	[16]
•	The teacher has formulated or selected specific objectives for each student.	18
	The teacher has formulated or selected specific objectives for the entire class.	16
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	
	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	5
•	Performance of students is measured in terms of objectives set for each individual.	18
•	Performance of students is measured in terms of objectives set for the entire class.	9
•	Visible records are kept of class performance.	10
•	Records of each student's performance are kept with respect to each objective.	13
•	Students are kept informed of their progress.	19
•	Students are involved in self-evaluation.	19
•	Parents are informed of students' progress.	18
•	No indication	

11. Total Funding for 1972-73 school year: \$50,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				/	gree mpli	shment /
Project Objectives	So A S			Acco		To let
STUDENT	1		-		_	
Student Attitude	x		x			
Student Behavior						·
Student Reading Achievement	х	X]
Reading-Related Skills	x		X			
TEACHER						
Teacher Competency					<u>.</u>	,
Teacher Attitude		٥				
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement						,
Parent Attitude						
PROGRAM						
Information Dissemination						
Individualization of Instruction						
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						,

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		/ 3		34
		Sife P. Pineling W. W. B. S. L. B. S. L	Property of Party of Property of Party	
Major Area	A STATE OF THE STA		Production of the state of the	
<u>STUDENT</u> Reading Achievement	X			
Reading-Related Skills				1
Social Skills				
Attitude	X			1
TEACHER				1
Competency				
Attitude]
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY Support				
Involvement				
PROGRAM				
Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance	X			
Significant Changes in Reading Approach				
Individualization of Instruction				.a.
Value of Assistance from Aides/Volunteers	x			

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	ti 🖊 i kala da 🗀
	5.77				TITION.	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area. More emphasis on reading-related skills Increased emphasis on improving student achievement Increased emphasis on improving student attitude More remedial help Increased effort to involve parents/community Increased school-parent communications More staff training More emphasis on diagnostic-prescriptive approach More emphasis on individualization of instruction Expand program within school/school district More materials/equipment/personnel X Increased emphasis on improving teacher competency Increased emphasis on improving teacher attitude Improved evaluation techniques Re-definition of needs Improved communication with HEW Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 0510



INDIVIDUAL SITE ASSESSMENT

		penoor	· ·	0510		<u> </u>			
		Grade	81	K-6		بنجين			
A.	Sch	ool Char	acter	istics		A	ВС	D* E	F
	1.	Guogra	phic	Region		A	ВС	X	Ĺ
		*States	in th	is region ar	e: Arizor	na. Ar	kansas.	Califo	rni
		New M	lexic	o, Oklahoma	Texas			, <u>,</u>	7.77
	2.	Urban-	Rura	Index					
•			Ţ	Jrban S	Suburban	<u> </u>	Rural		
				x]	
	3.	Student	Popi	ılation (Tota	l School	· -			
	•					•			
				eported Enr	-		•		
		• To	tai St	udents in Ea	ach Grad	le Leve	31		
		Gr	<u>ade</u>	No. of Stude	nts C	irade	No. of	Student	s
		1	K	152		7			
		·	1	170		8			
			2	171	(* 1	9			_
			3	166		10	•——	<u></u>	
			4	168	 -	11			
			5	141		12			
			6	146		EMR	42		
		• Stu	dent	Ethnicity (T	otal Sch	ool)	Perce	.nt	
		•		American Ir	ndia n		Ferce	int	
		*		Asian	Idiali		, -		
				Black			89	 } ,	
				Mexican An	nerican		5	**	
				Puerto Rica					
				White			5	••••• •	
				Other			1		
4.2									



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent								
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
K	152		69	5			5	22		
1	170		75	4			3	18		
2	171		77	6			3	14		
3	166		72	6	1		4	17		
4	168		89	5			5			
5	141		90	3	1		6			
6	146		70	5	3		1	21		
7										
8										
9										
10				i						
11										
12				1						



	3.		ading Gains for 1972-73 School 'ee Vol. II, V, A for detailed rep		
		•	Grade Level (includes only levels for which data were reported) M	lean Gain per Month	St. Dev.
			2	0.4	0.6
			3	0.5	0.6
•		•	4		
		•	- 5	0,2	1 1
		•	6	0.5	1.1
				0.4	0.9
	-	0	Overall Mean Gain for School (means adjusted for differing o		0.8
		C	Name of Standardized Test(s) Used	Cooperative Primar	y, CTBS
		•	• •		Market with
c.	Rig	ht to	Read Teacher Characteristics	••	
	0	Tot	tal Number Reported	Mean Range	
	•	Ago	e	36 22-55+	
	•	No.	, Years Toaching Experience	8 1-27 Male Female	
	•	Sex	No. Percent	$\begin{bmatrix} 6 \\ 17 \end{bmatrix} \begin{bmatrix} 30 \\ 83 \end{bmatrix}$,
•	Eth	micit		Mexican Puerto Amer Rican White 25 67	No Other Indication 2 6
			BA or BS MA or A	AS PhD Other 1	No Indication
0	De	gree	No. 27 8		
•		ea of gree	No. 15 9 10	Arts Phys Sci Ma	
•	Jol	Tit!	Spec Teacher S	lingual Multi Spec Subject Othe 32 2	No r Indication
0	Re Ind		ntial No. Inner City Urban	Suburban Rural No J	ndication
•	•.,			• • •	•
Tot	al nu	ımbe	r of classes for which achievem	ent data were reportad	:22



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involvement. 1 6 10 3 19 In-service Training 2 6 9. 5 18 Roading Specialist 8 7 6 2 3 13 Instructional 2 9 16 8 Materials 2 3

• .	Teacher Freserence Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	22
	Yes, if changes are made	11
	Questionable	6
	No	
	No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					Х	



	Program F	lanning Proce	dure	Usefu	l Useful		ndication
				x			
	parent invo needs and materials,	t with charts livement, identifications, identification of existing the control of the control o	ntification entificatio organizati	and pri on of bas ons. A	oritizing of the control of the cont	of studen approaced inform	ches, ation
Ways in wh	ich PPP was	used in prog	ram:				
Structuring and Planni		tion of 'eacher Needs	Identific of Object	ation I	Listing Priorities	Ongoing Eval.	No Indication
x			х				
	Status and I (S and RC)	Reporting Cen	ter Usef		Not ful Useful	No Indicati	on
	schools and	with charts planning of a Right to Read	ctivities,	and liai	son with s	inity invo urroundi	olve- ng
Ways in wh	ich S and RC	was used:	·				
Program S Planning N	tudent/Teach eeds Assess	er Task ment Assignn	Dis nents Pro	play gram P	rogress S	Reference Source	e
					•		
Forecast I Outcomes I	nformation Dissemination	No Indication	ĺ				
		x					

Effectiveness of Right To Read Materials



E,

F		rechnical Assistant Utilization
	-	

• ,	Rating of Helpfulness:		Helpful	Not Helpful	No Indication
			T		
		1			X

• Technical Assistant Activities:

1.	Program planning		11. Identify alternate approaches	_
2.	Program implementation		12. Develop team teaching	,,,,,
3,	Interpret Right to Read		13. Observe classes	
4.	planning materials Work on the Unit Task Force	\Box	14. Advise on parental involvement	
5.	Develop Work Statement/	П	15. Recommend consultants	
,	Proposal		16. Budget planning	
6.	Develop or identify curriculum materials		17. Evaluation	_
7,	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription		19. Plan for 1973-74 program	
9.	Identify objectives	H	20. No indication of activity	
10.	Staff development			•

G. Parent Involvement

• Extent of Involvement

High	Medium	Low	No Indication
		x	

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

H. Teacher Aides

Percentage of Teachers Reporting Aides 309 Worked in classrooms Were paid 15% Were: Parent 179 Student teacher 11% Community organization member High school student 4 % Other Average number of hours aides worked per semester 232 Types of Activities Performed: Tutoring students \mathbf{X} Marking tests X Distributing materials X Working in small and large groups X X Preparing materials Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class X Classroom maintenance X Supervising field trips Other

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	4	5	



Program Characteristics I.

Motor and perceptual skills

Right to Read Program

Diagnostic/prescriptive

approach

•	Individuals responsib	le for training:
	Consultants	
	Technical As	ssistant Team (TAT) members
	Project dire	ctor
	Reading spec	cialist
	Classroom t	eacher
	No indication	ı
•	Individuals trained:	
	Reading spe	cialist/teacher
	Classroom v	eachers
	Other staff	·
	Paraprofess	ionals
	Parents	
	No indication	ו
•	Training areas	-
ning tl	neory	Instructional approach
	ekground and self	Instructional materials
pt	-	Teaching techniques
lage d	levelopment	Classroom organization and

management

No indication

Evaluation



• Training	Methods:
------------	----------

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

2. Unit Task Force Activities

Planning Phase

Rating of helpfulness: Very Not

Very	Helpful	Not	No
Helpful		Halpful	Indication
			x

• UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

• Frequency of meetings:

Very		No		
Frequent	Frequent	Infrequent	Indication	
			X	
			<u> </u>	



Meet with 'Develop protection of the control of the	oposal essmer agnosti jective a	nt lc/prescriptive		Develop n Inservice Budget Informatic Develop to Evaluation No indicat	training on dissemin ests	nation	
	Imp	lementation Phas	<u>se</u>				
	•	Rating of Helps		Very Helpful F	Not lelpful Hel	No pful Indicatio X	<u>n</u>
			Readir Teach Paren Others	istrators ng specialis ers ts	s t	x	
•	•	Frequency of 1	Meetings	very Frequent	Frequent	Infrequent	No Indication
							х

Types of Activities:



• Types of Activities:

Meet with TATs/consultants		Status and reporting activities	
Develop criteria for student		Record progress	
selection or placement		Serve on special committees	
Student diagnosis		Review program progress	
Identify tutors		Information dissemination	
Inservice training		Evaluation	
Develop community involvement activities		No indication	X
3. Components of Diagnostic/Property of Diagnostic (Property of Diagnostic) (Property of Diagnos	·—		<u></u>
Identification of student skill levels	X	Supplementary materials	X
Teacher observation	X	Games, manipulatives	X
Contracts	-	Audio-Visual, Multimedia	-
,	H	Commercially made programs	-
Individualized instruction	 	Student grouping	X
Progress checklists		Special classes	
Testing		Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
	•	Language experience approach	



Basal text instruction

No indication

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

89	
57	
59	

Mean Number of Semester Hours Reported per Class

_	
2	49
Г	
4	8
2	4
	7
	0
	1
1	1

25	
15	
87	



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 46

Classroom Language (All Classes Combined): 7.

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 71% 99% Standard English 1 26 Non-Standard English 1 American Indian language or dialect 2

8. Reading Approach:

Spanish 🔻 French

Japanese

No indication

Meaning emphasis Code emphasis Linguistics Modified alphabet Responsive environment Programmed learning Individualized reading Language experience Eclectic or teacher's own Other No indication

38	
4	
1	
0	
0	
0	
22	
4	
53	
0	
	1



9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

ŀ	0	_
L	4	
L	1	
	1	
	0	
	0	
L	16	
	16 68	
L	2	
Ĺ	1	
	12	
	20	
		7
		_



10. Classroom Evaluation Procedures:

10.	Classicom Evaluation 1 locadules,	Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	34
•	The teacher has formulated or selected specific objectives for each student.	30
•	The teacher has formulated or selected specific objectives for the entire class.	41
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	27
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	25
•	Performance of students is measured in terms of objectives set for each individual.	28
•	Performance of students is measured in terms of objectives set for the entire class.	27
•	Visible records are kept of class performance.	30
•	Records of each student's performance are kept with respect to each objective.	27
•	Students are kept informed of their progress.	44
•	Students are involved in self-evaluation.	26
•	Parents are informed of students, progress,	45
•	No indication	

11. Total Funding for 1972-73 school year: \$60,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

					
•			/ Acco	gree mplis	of hment
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0/	2/2/
		0 /			
	Se				\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		<i>````</i> ```\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		\$/
Project Objectives	Sing of the second seco			A Con John St. John S	
STUDENT					
Student Attitude	X	X			
Student Behavior	<u> </u>			X	·
Student Reading Achievement	X	Х			
Reading-Related Skills					
TEACHER	}				
Teacher Competency					
Teacher Attitude	X			х	
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	x	x			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations				,	
Inservice Training					
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

Major Area	Sire Age	Site Reserved Findings	Finding Worked Findings Residents Re	Tro to the No. 1/2 to
STUDENT				
Reading Achievement	<u> </u>	X		
Reading-Related Skills		-		
Social Skills			<u> </u>	
Attitude			х	
TEACHER				
Competency		<u> </u>	<u> </u>	
Attitude		<u> </u>	<u> </u>	
Teacher-Student Relations		<u> </u>	<u> </u>	·
Teacher-Staff Relations				Į
PARENT/COMMUNITY Support				
Involvement		x	 	
PROGRAM				
Success of Inservice Training		x		
Program Flexibility				
Helpfulness of Technical Assistance				1
Significant Changes in Reading Approach				
Individualization of Instruction	X			ļ
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	
------	-----	-----	---------	-------	-----------------	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
<u>x</u>	More remedial help
<u>x</u>	Increased effort to involve parents/community
	Increased school-parent communications
<u> </u>	More staff training
,	More emphasis on diagnostic-prescriptive approach
<u>x</u>	More emphasis on individualization of instruction
<u>x</u>	Expand program within school/school district
,	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
-tel-fillen	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 0602



INDIVIDUAL SITE ASSESSMENT

	School:	060	2				
	Grados:_		۲-6				
Sch	ool Charact	eristics					
1.	Geographic	Region		A	B (C D	E* F
	*States in (Minnesota Utah, Wis	this region , Montana sconsin, W	, Nebra	olorado, I ska, Nor	Kansas th Dak	, lows ota, S	i, Missou outh Dako
2.	<u> Urban-Rur</u>	al Index					
		Urban	Subur		Rural	7	
3.	Student Po	pulation (T	otal Sch	lool)			
	• Total	Reported E	nrollme	ent 622		en jare	
		tudents in		-	ol		
	Grade			Grade		e e	
	K	71	<u></u>	7	140.0	f Stude	nts
		78	-	8			
	2	63					
	3	76		10			 :
	4	121		11			
	5	101		12			
· .•	6	112			*	·	
	• Student	Ethnicity	(Total S	Schooll			
			, - 0		Perc	ent	
-		American	Indian		0.	4	
		Asian			0.	5	
		Black			0.	6	
		Mexican A	America	ın	12		
* . *		Puerto Ri	can				
		White			86.	5	
		Other					



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total No. of Students			E	ercent			
Grade		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
_ K	71			12			87	
<u>.</u>	78			12			87	
2	63			12			87	
3	76			12			87	
4	121			12			87	
5	101			12				
6	112			12		•	87	
7							87	
8								
9					,			
10			30 B					
11								
12								
. • 1						1		



	e Grade Level (includes on for which da	ly lovels			
	reported)	u were	Mean Gain	nar Month	01 5
			MANUAL CHAILS	her Month	St. Dev.
	4 + 13 + 17 1		····		
			1.3	and the state of t	0.8
	3		1.5		1.0
			1.6		1.2
	5		1.1	-	1.0
	6		1.5	,	0,9
	Overall Mean (means adjus	n Gain for Sch sted for differ	ing class size	s)	1.0
	Name of Stan Test(s) Used	dardized	SAT	Marke Processing and the Company of the	
			and the second second		
Ric	ht to Read Teacher	. Characterist	lics		
0					
	Total Number Re	ported	[21]		
0	Age		Mean 35	Range	
0	No. Years Teachi	ng Experience		1-27	
			Mala	Female	
. 0	Sex	N Perce	0. 2	19	
	• • • • • • • • • • • • • • • • • • •	PGFCG	nt 10	90	
Eth	nicity Amr	Tool Anton 201	Moxican P		No
	No. 1	Ind Asian Bla	ick Amer R	lican White C	ther Indicat
	Percent 5	5		90	
D	the same of the sa		or MS PhD	Other N	o Indication
Deg	rce No. 18	2			
Arc	a of Educ		man- Fine		No
Deg		500 501 10	les Arts 1	Phys Sci Mati	1 Other car
	Rea		Bilingual M	ulti	No
Tab	Spe No Spe	c Teacher	Spec Sul	bject Other	
מסני	Title No.			9 1	
Res	idential No.	r City Urbar	Suburban	Rural No In	dication



		acher Attitude Toward Right To Read Features gures indicate number of teachers responding) Effectiveness									
	Excelle	ent Good A		~ ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	••		Included in Program				
Parent Involvment	e - 2	3	7	1			8				
In-service Training	17	3	1								
Reading Specialist	7	9	2				3				
Instructional Materials	12	8					1				
	'eacher Pre 'each in Rigl						No. of Teachers:				
			Yes				20				
			Yes, if c	hanges	s are ma	de	1				
			Questions	able							
			No								
			No Respo	nse							
D. Identifi	cation of Pr	oject Direc	tor								
Distric Supt.	t Principal	Reading Specialist	Reading Teacher		ssroom cher	Other	No Title Indicated				



E. Effec	ctiveness of Righ	t To Read Ma		*		
	Program Plant (PPP)	ning Procedur	Very Use	(ul Useful		lo ndication
	(A document wiparent involver needs and objematerials, and on redirection	nent, identifictives, identi program orga of existing re	cation and p fication of b inizations. sources to	rioritizing asic readin Also suppli	of student g approace ed inform	hes, ation
Structuring	ich PPP was use Identification g Student/Teac	.f Id	entification		Ongoing Eval,	No Indication
X						
	Status and Repo	orting Center	Very Useful Us	Not eful Useful	No I Indicati	on
	(A document with ment during plaschools and Rig	nning of activ	ling the scho	aison with	unity invo	olye - .ng
Ways in wh	ich S and RC wa	s used:				
Program Si Planning No	tudent/Teacher eeds Assessmen	Task t Assignment	Display s Program	Progress	Referenc Source	e
Forecast I Outcomes D	nformation N Dissentination In	o dication			:	
		x		4 J		



F. Technical Assistant Utilization

•	À	Ra	ting	of	Help	fulr	1688:	Very Helpful	Li. i. c. i	Not	No
								rieipiui	Heibini	Helpiul	Indication
				: -			* - 4				X

• Technical Assistant Activities:

			그는 그는 그는 그는 그는 일반에 가는 그리고 되는 것은 함께 다른	. er 15
1.	Program planning	X	11. Identify alternate approaches	х
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read planning materials		13. Observe classes	
4.	Work on the Unit Task Force		14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal	1	15. Recommend consultants	x
6.	Develop or identify		16. Budget planning	
,	curriculum materials		17. Evaluation	X
7.	Needs assessment		18. Liaison with Right to Read,	
8.	Diagnosis/prescription	$ \mathbf{x} $	Washington, D.C.	
9.	Identify objectives		19. Plan for 1973-74 program	
١٥.	Staff development		20. No indication of activity	



G. Parent Involvement

	• Extent of Involvement		High	Medium	Low	No Indication)n
	MAOIACHIGH	. • • .				X	
	• Activities:						
1,	Unit Task Force		9. <u>R</u>	leading is	Funda	mental	
2,	Program planning			TA, open			
3.	Program implementation			raditional	Y		
4.	Develop materials		11. S	upplement	ary ac	tivities	
5,	Purchase/repair materials		12. C	ommunity	relati	ons	
			13. In	nformation	disse	mination	
	Aides, tutors, volunteers		14. N	o indication	on		x
7.	Advisory council						
8.	Workshops, conferences						



H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 92% Were paid 52% Were: Parent 56% Student teacher Community organization member High school student 48% Other 24% Average number of hours aides worked per semester 188 Types of Activities Performed: Tutoring students X Marking tests X Distributing materials X Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel X Bus monitoring X Supervising recreational activities in or outside class X Classroom maintenance X Supervising field trips X Other

 Teacher rating of aides¹ effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	11	2	



I. Program Characteristics

	3.2.1	A Onu-actoriat	M inara kata kata kata	
1.	Inse	rvice Training:		
	•	Individuals respo	onsible for training:	
		Consult	경류: [2] :	X
			al Assistant Team (TAT) members director	
변경 및 보기 : 			specialist om teacher	X
		No indic	지수는 하는 그 지수는 그는 수가 하는 그는 그는 그리고 하는 사람들이 가지 않는 그리고 함께 말로 살아냈다.	
열시 1일 10명 - 1 : 1 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1	., •	Individuals train	a d:	
		Classro	specialist/teacher om teachers	X
		Other st Parapro Parents No indic	fessionals	X
	•	Training areas		
	ing th		Instructional approach	X
Stude: conce	nt back pt	ground and self	Instructional materials	
Langu	age de	evelopment	Teaching techniques	X
Motor	and p	erceptual skills	Classroom organization and management	
Right	to Rea	d Program	Evaluation	
Diagn appro	ostic/ ach	prescriptive	No indication	



•	Training Methods:						
	Group or individual me	eetings	, sen	ninars, wo	rkshops		x
	School visitations, der observations	nonstr	ation	teaching,	classroo	m	
	University courses						
	Video taping, audio-vi	suals,	multi	-media			
	No indication			į			
Unit	Task Force Activities			r			
Plan	ning Phase		·				
•	Rating of helpfulness:		Very <u>Helpi</u>	ul Helpfu	Not l Helpfu	No 1 Indic	ation
						у	S
•	UTF Members:					•	
		Cons	ultant	8			
		Admi	nistra	itors			x
		Read	ing sp	ecialist			X
		Teac	hers				х
	•	Pare	nts				X
		Other	:8			{	
		No in	dicati	on			
•	Frequency of meetings	B :				•	
		Very	_+				No
		Frequ	ent	Frequent	Infre	quent	Indication



	•	Types	of Activ	vities:				
deet with Tovelop pritatement Needs asse Develop dispersach dentify objicter fats	oposal ssment agnostic lectives	t c/presc		X X	Inservi Budget	p tests tion	4	on
	<u>Impl</u>	<u>ementat</u>	ion Phas	<u>3e</u>				
		Rating	of Helpi	fulness:				
					Very Helpful	Helpful	Not Helpful	No Indicatio
	•	UTF m	nembers	•				
				Consul	,			
				1.5	strators g special		٠, ٠	X
a (Marin Grand) Marina II Grand				Parent: Others				X
				No indi	cation			
		Frague	nou of M	fa addu u				



Very Frequent Frequent Infrequent

X

No Indication

•	Types	of A	Activi	ties:
---	-------	------	--------	-------

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student selection or placement	Record progress
Student diagnosis Identify tutors Inservice training Develop community involvement activities	Serve on special committees Review program progress Information dissemination Evaluation No indication
3. Components of Diagnostic/Pre	scriptive Approach:
Individualized prescription	Supplementary materials
	X Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	X Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors
	Language experience approach
	Basal text instruction



No indication

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

103	
103	4
112	
	4
	I
76	ı
76	┨
	ŧ

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

	1.1	
	23	6
Į	45	_,_
	38	
	7	
L	9	
	16	na Ma
	27	,

Mean Number of Semester Hours Reported per Class

,-		ŭ
	30	
	46	
ſ		5
Γ		

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 25



7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% 92% Non-Standard English 5 1 2

8. Reading Approach:

Ståndard English

American Indian language or dialect

No indication

Spanish

French

Japanese

Meaning emphasis Code emphasis Linguistics Modified alphabet Responsive environment Programmed learning Individualized reading Language experience Eclectic or teacher's own Other No indication

Mean Number of Semester Hours Reported per Class

26	
22	
8	-
1	
8	- 7
5	
11	
34	•
49	
0	



9. Techniques Used for Reading Instruction:

Machine - based programmed instruction 5 Other programmed instruction 10 Gaming/simulation 8 11 Instructional TV 3 Interactive media Intensive involvement 7 Discussion groups 31 Demonstration-performance 32 Lecture 8 2 Contracts Use of supplementary materials 38 Other 7 No indication

Mean Number of Semester Hours Reported por Class



Classroom Evaluation Procedures: 10.

Number of Classrooms in Which Procedure Used

•	Diagnostic reading tests are used with most or
	all students to determine individual reading needs.

- The teacher has formulated or selected specific objectives for each student.
- The teacher has formulated or selected specific objectives for the entire class.
- The teacher has developed or identified an instrument for measuring attitudes toward reading.
- The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.
- Performance of students is measured in terms of objectives set for each individual.
- Performance of students is measured in terms of objectives set for the entire class.
- Visible records are kept of class performance.
- Records of each student's performance are kept with respect to each objective.
- Students are kept informed of their progress.
- Students are involved in self-evaluation.
- Parents are informed of students' progress.
- No indication

24	
19	
25	
17	ŀ
10	
20	
1:1	
22	
17	
22	

20

25

Total Funding for 1972-73 school year: \$40,000 11.



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Accor	-	shment /
		30 150		3 A		
Project Objectives	S. A.		September 19 24 September 19 2	STATE OF STA	0 / R	Talina la
STUDENT						
Student Attitude	X				Х	
Student Behavior					<u> </u>	
Student Reading Achievement	X	X				
Reading-Related Skills	X	X				
TEACHER			•			
Teacher Competency			<u> </u>			
Teacher Attitude	<u> </u>					
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement	x	x				
Parent Attitude		<u> </u>				
PROGRAM				·		
Information Dissemination						·
Individualization of Instruction	х	х				
Innovations					<u> </u>	
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

	4			
		/ 6	/ &	A/
		in the	1 3 8	5/ /
		12 5	1 4 8	/\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
			33/	2 2 8 /
			8.20 /3	000
	\ \alpha_{i}^{\varepsilon}	S / 4	e Las is	* z ~ /
Major Area	S. A.	Sice Sation Findings W. R.	Findings Worked Findings C. Dors W. Worked W.	To Not Not Not Not Not Not Not Not Not No
STUDENT	:			
Reading Achievement	X		<u> </u>	
Reading-Related Skills	X			
Social Skills				
Attitude			х	
TEACHER				
Competency	<u>.</u>	<u> </u>	ļ	
Attitude				
Teacher-Student Relations] .
Teacher-Staff Relations				
PARENT/COMMUNITY			}	
Support		Ì	1	i e
Involvement	х			
PROGRAM				:
Success of Inservice Training	·		 	
Program Flexibility	 	+	 	1
Helpfulness of Technical Assistance	 	 	 	1
Significant Changes in Reading Approach		li.		
Individualization of Instruction	х			
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	CLE	ARLY	STATE	F	INDINGS	
------	-----	-----	-----	------	-------	---	---------	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

More emphasis on reading-related skills
Increased emphasis on improving student achievement
Increased emphasis on improving student attitude
More remedial help
Increased effort to involve parents/community
Increased school-parent communications
More staff training
More emphasis on diagnostic-prescriptive approach
More emphasis on individualization of instruction
Expand program within school/school district
More materials/equipment/personnel
Increased emphasis on improving teacher competency
Increased emphasis on improving teacher attitude
Improved evaluation techniques
Re-definition of needs
Improved communication with HEW
Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS __



School: 0801



INDIVIDUAL SITE ASSESSMENT

	School:	0801			
	Grades!	K-5			
Sch	ool Character	ristics	٧		
1.	Geographic	Region	A	B* C D	E
	*States in thi Maryland, I Virginia	is region are: Michigan, Ohio	D.C., Dela , Pennsylva	ware, Illino ania, Virgin	ois ia,
2.	Urban-Rural	l Index		,	
		Jrban Sub	urban	Rural	
3.	Student Popu	ulation (Total S	chool)		
	• Total R	eported Enrollr	nent 928		
		udents in Each	***************************************	el ·	
	Grade	No. of Students	Grade	No. of Stud	~~
	K	109	7	140. 01 Dtuu	GII
	1	153	 8	** ************************************	
	2	143	9		
	3	174	10		
	4	176	11		
	5	173	12		
	6				
	• Student	Ethnicity (Tota	l School)		
				Percent	
	•	American India	n	**************************************	
		Asian			
		Black		90	
	·	Mexican Ameri	can		
		LINAMEA DEAAM			
		Puerto Rican White		10	



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent										
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other				
K	109		78				21					
1	153	, v	83				14	3				
2	143		88									
3	174		91				9 8	3				
4	176		92				8					
5	173		93				7					
6							*****	4. • • • • • • • • • • • • • • • • • • •				
7												
8												
9		Mark to the state of the state										
10												
11							***					
12		,										



	Ó	Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
		1	2.9	0,8
•		2	0.6	0.8
		3	1.7	1.2
		4	1.7	1.5
		• 5	. 1.4	1 1
		6		
	o	Overall Mean Gain for (means adjusted for dis	School 1.6 foring class sizes)	1.3
У., Н		Name of Standardized Test(s) Used	Lee Clark; CTBS	
•	Age No. Sex	Years Teaching Experi	Mean 35 22-55+ ence 9 1-36 Male Fomale recent 12 88 Mexican Puerto	
Etl	micity	No. 1 10	Black Amer Rican White	Other Indica
		the state of the s	MA or MS PhD Other	1_4
	gree	No. 21	MA or MS PhD Other	No Indication
De		1971. d.	Human- Fine	, No
		Educ Soc Sci	ities Arts Phys Sci M	lath Other ca
Ar	ea of gree	No. 25	ing Rilingual Mules	Nt.
Ar De		Read Readi Spec Teacl		



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness included Excellent Good Adequate Poor Very Poor in Program Parent Involve-3 5 3 10 ment 4 In-service 8 8 6 3 Training Roading 4 5 Specialist 16 Instructional 16 7 2 Materials

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:	
	Yes	23	٠
	Yes, if changes are made	1	
	Questionable		
	No		
	No Response	1	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	X		:		



E. <u>Ef</u>	fectiveness of Right	To Read	Mate				Not	No
	Program Plann (PPP)	ing Proces	dure	Ver				Indication
	(A document with parent involvemeds and object materials, and pon redirection of	ent, identives, identives, identification	tifica ntific rgani	tion and p cation of b zations.	riori asic Also	such s tizing readin suppli	of stude g appro ed infor	nt aches, mation
Vays in v	which PPP was used	d in progr	am:					
Structuri and Plan	ng Identification ning Student/Teach			ntification Objectives			Ongoir Eval.	ng No Indication
x				X				
•	Status and Repo	rting Cent		Very Useful Us	eful	Not Usefu	No l Indica	ition
	(S and RC)		1			x		
	(A document with ment during plan schools and Righ	ning of ac	ctivit	ies, and l	iaiso	n with		
Vays in v	which S and RC was	used:						
	Student/Teacher Needs Assessment	Task Assignm	ents	Display Program	Pro	gress	Referen Source	nce
				х				
	Information No B Dissemination Inc							
								e Aleksi



F. Technical Assistant Utilization

•	Helpiui	Helpful	Helpful	Indication
				x

Technical Assistant Activities:

					پسنم
1.	Program planning	x	11.	Identify alternate approaches	
2.	Program implementation		12.	Develop team teaching	
3.	Interpret Right to Read		-13.	Observe classes	
	planning materials	-	14.	Advise on parental	1
4.	Work on the Unit Task Force	X	• ••	involvement	
5.	Develop Work Statement/	}	15.	Recommend consultants	
	Proposal		16.	Budget planning	1 1
6.	Develop or identify curriculum materials			Evaluation	
	currentum materials	 			
7.	Needs assessment		18.	Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription		19.	Plan for 1973-74 program	
9.	Identify objectives				
10.	Staff development	X	20.	No indication of activity	



G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	٠.	Read	ding	is	Fun	dan	nent	al
			7					_

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

X

H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 25% 23% Were paid 18% Were: Parent Student teacher % 4 % Community organization member 8 % High school student 4 % Other Average number of hours aides worked 106 per semester Types of Activities Performed: Tutoring students Marking tests Distributing materials Working in small and large groups Preparing materials X Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside x class Classroom maintenance Supervising field trips Other

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
16	9	:	



I. Program Characteristics

4.	THE	ervice Training:	
	•	Individuals responsible for training:	
		Consultants	X
		Technical Assistant Team (TAT) members	
		Project director	
		Reading specialist	X
		Classroom teacher	
		No indication	
	•	Individuals trained:	
		Reading specialist/teacher	
		Classroom teachers	X
		Other staff	
		Paraprofessionals	X
		Parents	
		No indication	

• Training areas.

Learning theory		Instructional approach	X
Student background and self		Instructional materials	
concept		Teaching techniques	X
Language development		Classroom organization and	
Motor and perceptual skills		management	X
Right to Read Program		Evaluation	
Diagnostic/prescriptive		No indication	



	conference	88	. =	•	• •
2	Group or	individual meeti	ngs, sem	inars, works	hops,
	•				
	A Company of the Comp				

School visitations, demonstration teaching, classroom observations

University courses

Training Methods:

Video taping, audio-visuals, multi-media

No indication

2. Unit Task Force Activities

Planning Phase

• Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			x

UTF Members:

Consultants
Administrators

Reading specialist

Teachers

Parents

Others

No indication

Frequency of meetings;

Very Frequent	Frequent	Infrequent	No Indication
			X



•	Types	of	Activities	3
---	-------	----	------------	---

Meet with TATs	\mathbf{x}	Develop materials	x
Develop proposal or work statement	x	Inservice training	
Needs assessment		Budget Information dissemination	X
Develop diagnostic/prescriptive approach		Develop tests	
Identify objectives	X	Evaluation	
Gather data		No indication	
Complete PPP			

Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
ļ.,		X	

• UTF members:

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication		
			x		



• Types of Activities:

		,	
Meet with TATs/consultants	X	Status and reporting activities	X
Develop criteria for student selection or placement		Record progress	<u></u>
Student diagnosis		Serve on special committees	
Identify tutors		Review program progress	
Inservice training		Information dissemination Evaluation	
Develop community involvement activities		No indication	
3. Components of Diagnostic/P	rescript	ive Approach:	
Individualized prescription	X	Supplementary materials	x
Identification of student skill levels	X	Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	X
Contracts		Commercially made programs	
Individualized instruction	X	Student grouping	
Progress checklists		Special classes	X
Testing		Skill sessions	
Review case histories		Field trips	-
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	X
		Language experience approach	
		Basal text instruction	
		No indication	l



4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

	120	_
ŀ	171	
	30	
ľ		

Mean Number of Semester Hours Reported per Class

3	04
	_
_	3
	6
	10
	2
	60
	4

Mean Number of Semester Hours Reported per Class

84	_
37	
92	



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 25

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking Language)

98%

98%

1

Mean Number of Semester Hours Reported per Class

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis 24 Code emphasis 34 Linguistics 22 Modified alphabet 1 Responsive environment 9 Programmed learning 67 47 Individualized reading Language experience 23 Eclectic or teacher's own 23 Other No indication



9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

-		P
	4	7
	5	4
		<u>4</u> 7
		4
		2
	1	8
	2	
L		
		1
	3	2
		$_{\mathbf{i}}$
		7
_		



10. Classroom Evaluation Procedures:

	Number of Classroom in Which Procedure Used
 Diagnostic reading tests are used with most or all students to determine individual reading needs. 	23
• The teacher has formulated or selected specific objectives for each student.	25
The teacher has formulated or selected specific objectives for the entire class.	23
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
 The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class. 	8
 Performance of students is measured in terms of objectives set for each individual. 	23
 Performance of students is measured in terms of objectives set for the entire class. 	13
• Visible records are kept of class performance.	23
 Records of each student's performance are kept with respect to each objective. 	19
• Students are kept informed of their progress.	25
• Students are involved in self-evaluation.	24
• Parents are informed of students, progress,	25
• No indication	

11. Total Funding for 1972-73 school year: \$40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

	•			<i>,</i> '	gree mpli	shment
			Nie.			O HOLOGIA O HOLO
Project Objectives	S. W. S. W.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 4 A A A A A A A A A A A A A A A A A A	According to the second		To the last of the
STUDENT						
Student Attitude	x				X	
Student Behavior	х				X	
Student Reading Achievement	X		Х			
Reading-Related Skills	x				X	
TEACHER Teacher Competency						
Teacher Attitude	1	· · ·	 	-	┢	
Teacher Behavior	<u> </u>					
PARENT/COMMUNITY						:
Parent/Community Involvement	x		x			
Parent Attitude	X	X] ·
PROGRAM						
Information Dissemination						
Individualization of Instruction						
Innovations	·					
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		0	1 %	A /	
			1 8 8		
		45.5	45 8	A A NOV A NO	
	/		2 2 /	\$ 2 h	
			50 /2	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	\ \delta^{\varphi}	4 63 / A			-
Major Area	N. S. S.	Site Replaced Findings W. Rep.	Finding Satisfacings Coore Westernain	To Work Work of Work	
STUDENT					
Reading Achievement			X		
Reading - Related Skills	_:				•
Social Skills		·			
Attitude	<u> </u>				
TEACHER				:	
Competency		·			
Attitude	<u> </u>				
Teacher-Student Relations	<u></u>				
Teacher-Staff Relations	1				
PARENT/COMMUNITY			·		
Support	x				
Involvement					
	T			•	
PROGRAM Suppose of Incomplete Treatment					
Success of Inservice Training	X				
Program Flexibility	 				
Helpfulness of Technical Assistance	 				
Significant Changes in Reading Approach					
Individualization of Instruction					
Value of Assistance from Aides/Volunteers	x				

SITE I	DID NOT	CLEARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
<u>x</u>	Increased emphasis on improving student achievemen
-	Increased emphasis on improving student attitude
_	More remedial help
<u>x</u>	Increased effort to involve parents/community
	Increased school-parent communications
<u>x</u>	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDAMENT



School: 1001



INDIVIDUAL SITE ASSESSMENT

	School:	1001		<u> </u>
•	Grades:	1-7		
Scho	ol Characte	ristics		
1.	Geographic	Region	A	B C* D E
	*States in the Kentucky, Carolina,	Louisiana, Miss	dabama, F sissippi, N	lorida, Georgia, orth Carolina, S
2.	Urban-Rura	l Index		en e
		Urban Subi	irban	Rural
3.	Student Pop	ulation (Total Sc	chool)	
		eported Enrolln tudents in Each		
			Grade Lev	61
	Grade	No. of Students	Grade	No. of Students
	K		7	94
	1	133	8	
	2	135	. 9	
	3	124	10	
	4	112	11	
	5	95	12	
	6	117		
	Student	Ethnicity (Total	School)	
				Percent
		American Indiar	ì	
		Asian		
		Black		9
		Mexican Americ	an	 -
		Puerto Rican		
		White		91
	(Otlier		



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К								
1	133		5				95	
2	135		7				93	
3	124		7				93	
4	112		10				90	
5	95		10				90	
6	117		12				88	
7	94		12				88	
8								
9								
10				i i				
11								
12								
							·	



	3; Ronds (vao V	ng Clains for 197 701, II, V, A for	detailed r	oport)				
	(1	rado Levol ** ncludes only lov or which data wo opoxted)		Mean Gal	n per Mc	onth	St. De	<u>V</u> .
				•		1.		
		2		0	. 9	• :	0.6	
		3		0	8	•	0,7	***
		4		****				
		5		Constitution of the		••		
1		7		1	. 0	•	1.3	
		vorall Mean Gai		J.L	. 9		0.9	
		neans adjusted f		g class siz	(80			
		ame of Standard est(s) Used	ized	SAT,	Stanford	Diagno	atic	
			•		· · · · · · · · · · · · · · · · · · ·	• • • • • • • • • • • • • • • • • • •		
c.	Right to Re	ead Teacher Cha	ractoristi	cs				
	• Total	Number Reporte	ad.					• .
		The state of the s		Mean	j	Range		
	• Age			20	22	-47		
	• No. Yo	ears Teaching E	xperience	6 Malo	7			
	• Sex		No	And in contrast of the latest	Foma	116		
			Percen	t	100			
				Mexican				No
•	Ethnicity	No. Amr Ind	Asian Blac	k Amer	Rican	White O	ther Ind	ication
	P	ercent 18	9			73		*****
•	Degree	No. BA or	BS MA o	MS P	hD O	ther No	o Indicat	ion
	Dogroo	140. 11	Hun	nan- Fine				No Inc
•	Area of		oc Sci <u>iti</u>		PhysS	ci Matl		catio
	Degree	No. 11 Read	Reading	 Bilingual	Multi	<u>,_,l.:_,.</u> _	⊥↓ No	
		Spec	Teacher	Spec	Subject	Other		tion
•	Job Title	No.	3		9	<u></u>		·
٥	Residentia	I No.	ity Urban	Suburbai 9	n Rural	No In	dication	1
Š.	Index	 	· <u></u>	· · · · · · · · · · · · · · · · · · ·				
W							1.4	•
		f classes for wh		ement data	were re	ported:	14	
*, **D	oes not inclu	ide combined gra						
ERIC			143					

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-4 4 1 ment 3 In-service 5 4 Į. 2 Training Reading 16 1 1 Specialist Instructional 10 1 1 Materials

(·	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	10
	Yes, if changes are made	1
	Questionable	
	No	
	No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
·			·	х	

Director of County Schools Reading Center



E. Eff	ectiveness of Right	To Read Ma	terials			
•	Program Plann (PPP)	ing Procedure	Very User	ul Useful		No Indication
	(r.r.r.)		٠.		, , , , , , , , , , , , , , , , , , ,	X
	(A document with parent involved needs and object materials, and pon redirection of	ent, identific tives, identif rogram organ	ation and pication of b	rioritizing asic readin Also suppli	of studer g approa ed inforr	nt ches, nation
ave in u	vhich PPP was use	d in program:				• .
tructuri		of Ide	entification	Listing Priorities	Ongoing Eval,	g No Indicat
						x
•	Status and Repo (S and RC) (A document wit ment during plan schools and Rigl	h charts guidi ming of activi	ing the scho	aison with	nunity inv	volve -
ays in v	which S and RC was	used:				
	Student/Teacher Needs Assessment	Task Assignment	Display Program	Progress	Reference Source	ce
					x	
	Information No Dissemination Inc	=				



F. Technical Assistant Utilization

Rating of Helpfulness: Very Not No Helpful Helpful Helpful Indication

• Technical Assistant Activities:

1.	Program planning	X	11.	Identify alternate approaches	
2.	Program implementation		12.	Develop team teaching	X
3.	Interpret Right to Read		13.	Observe classes	
4.	planning materials Work on the Unit Task Force	х	14.	Advise on parental involvement	
5.	Develop Work Statement/		15.	Recommend consultants	x
	Proposal		16.	Budget planning	x
6.	Develop or identify curriculum materials		17.	Evaluation	X
7.	Needs assessment		18.	Liaison with Right to Read, Washington, D.C.	
8,	Diagnosis/prescription		10	Plan for 1973-74 program	
9.	Identify objectives	x			H
	•		20.	No indication of activity	
10.	Staff development				



G. Parent Involvement

•	Extent	of
	Involve	ment

High Medium Low No Indication

Activities:

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	Reading	is	Fundamental

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

X



H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 88% Were paid 82% Were: Parent 2.9% Student teacher Community organization member High school student Other 76% Average number of hours aides worked per semester 281 Types of Activities Performed: Tutoring students X-Marking tests X Distributing materials X Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside X Classroom maintenance Supervising field trips Other

• Teacher rating of aides teffectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	5		



Program Characteristics ı.

1.

vice Training:		
Individuals resp	onsible for training:	
Techni Projec Readin Classr	cal Assistant Team (TAT) members t director g specialist com teacher	x
Reading Classro Other s Parapr Parents	g specialist/teacher com teachers ctaff ofessionals	x
Training areas		
round and self relopment rceptual skills Program	Instructional approach Instructional materials Teaching techniques Classroom organization and management Evaluation No indication	X
	Consult Technic Project Reading Classre No indi Individuals train Reading Classre Other separapre Parents No indi	Individuals responsible for training: Consultants Technical Assistant Team (TAT) members Project director Reading specialist Classroom teacher No indication Individuals trained: Reading specialist/teacher Classroom teachers Other staff Paraprofessionals Parents No indication Training areas: Ory Instructional approach Instructional materials Teaching techniques Classroom organization and management Classroom organization and management Evaluation



•	Tunining	Mathada
₩.	Training	Methods

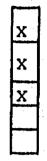
Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication



2. Unit Task Force Activities

Planning Phase

• Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpiul	Indication
			х

UTF Members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others
No indication

X

• Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			x

Meet with TATs			Develop	materials		
Develop proposa statement	ıl or work	x	Inservice	training		rie Lie
Needs assessme	nt		Budget	<u>.</u>	X	
	tic/prescriptive	x	Informati Develop t	ion dissemin	nation	
Identify objectiv	es	x	Evaluatio	n	X	
Gather data		X	No indica	tion		
Complete PPP		X				
<u>Im</u>	plementation Pha	se				
•	Rating of Help	ofulness:				
			Very Helpful I	Not Helpful Helj		<u>n</u>
, · · · · · · · · · · · · · · · · · · ·			<u> </u>		X	
v V V V V V V V V	UTF members	8:				
· · · · · · · · · · · · · · · · · · ·		Consul	ltants			
		Admin	istrators			
		Readin	ng specialis	st		,
		Teach	ers			
•		Parent	ខ			
		Others				
		No ind	ication		X	
•	Frequency of	Meetings	:			
			Very Frequent	Frequent	Infrequent	No Indication

Types of Activities:



X

_	Tune		6 10	tivities:
	* Ahe	S U	LAC	rrattige;

			100
Meet with TATs/consultants	X	Status and reporting activities	X
Develop criteria for student selection or placement		Record progress	
Student diagnosis		Serve on special committees Review program progress	×
Identify tutors		Information dissemination	1-
Inservice training		Evaluation dissemination	x
Develop community involvement activities		No indication	
Array (Control of the Control of the	backered		
3. Components of Diagnostic/P	'rescrip	tive Approach:	٠.
Individualized prescription		Supplementary materials	
Identification of student skill levels		Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	X
Contracts		Commercially made programs	
Individualized instruction		Student grouping	X
Progress checklists	X	Special classes	
Testing	X	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
		Basal text instruction	Y



No indication

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

182	
318	
	_
75	

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

	-
272	
34	
45	
0	
110	
25	
0	

Mean Number of Semester Hours Reported per Class

-	
	48
	25
	219

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 17



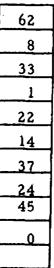
7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking (% of Time Language Used) Language) 100% Standard English 97% 1 Non-Standard English Spanish French American Indian language or dialect Japanese No indication 2

8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class





9. Techniques Used for Reading Instruction:

No indication

Reported per Class Machine-based programmed instruction Other programmed instruction 6 Gaming/simulation 8 Instructional TV 5 Interactive media 10 Intensive involvement 2 Discussion groups 30 Demonstration-performance 35 Lecture 17 Contracts 1 Use of supplementary materials 90 Other 0

Mean Number of Semester Hours



Classroom Evaluation Procedures: 10. Number of Classrooms in Which Procedure Usad Diagnostic reading tests are used with most or all students to determine individual reading needs. 16 The teacher has formulated or selected 13 specific objectives for each student. The teacher has formulated or selected 13 specific objectives for the entire class. The teacher has developed or identified an 8 instrument for measuring attitudes toward reading. The teacher has developed or identified an instrument for measuring attitudes toward 6 reading for the entire class. Performance of students is measured in 13 terms of objectives set for each individual. Performance of students is measured in 12 terms of objectives set for the entire class. Visible records are kept of class performance. 13 Records of each student's performance are kept 10 with respect to each objective. Students are kept informed of their progress. 16 Students are involved in self-evaluation. 13 Parents are informed of students' progress, 15

11. Total Funding for 1972-73 school year: \$50,000

No indication



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Acco	•	shment /
Project Objectives	STAN I		A SO A STATE OF THE PROPERTY O	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 id 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
STUDENT Student Attitude						
Student Behavior		77.7%		-		
Student Reading Achievement	X		\mathbf{x}_{-}			
Reading-Related Skills	x				x	
TEACHER Teacher Competency	X	X				
Teacher Attitude				 	1	
Teacher Behavior				<u> </u>	- 	
PARENT/COMMUNITY						
Parent/Community Involvement						· · · .
Parent Attitude		-				
PROGRAM_						
Information Dissemination						
Individualization of Instruction						
Innovations						
Inservice Training	x	_x_				
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

			/		 /-
			Sile Real Property Real	Propried Paris Par	\$
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				2 × 3	or or or /
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Major Area		.0.0	135	# / \$ 8.	§ /
Major Area	_/_	02	/ 37	14 4 C	
STUDENT					
Reading Achievement		· · · · · ·			
Reading-Related Skills		·			
Social Skills	_				
Attitude			 		
TEACHER					
Competency			_х_		
Attitude		<u> </u>			
Teacher-Student Relations			رج رحم المحمد		
Teacher-Staff Relations					
PARENT/COMMUNITY					1
Support					1
Involvement					
PROGRAM					
Success of Inservice Training		÷			
Program Flexibility					
Helpfulness of Technical Assistance					
Significant Changes in Reading Approach					
Individualization of Instruction					1
Value of Assistance from Aides/Volunteers				_ , · · · ·]

SITE DID NOT CLEARLY STATE FINDING

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

More emphasis on reading-related skills
Increased emphasis on improving student achievement
Increased emphasis on improving student attitude
More romedial help
Increased effort to involve parents/community
Increased school-parent communications
More staff training
More emphasis on diagnostic-prescriptive approach
More emphasis on individualization of instruction
Expand program within school/school district
More materials/equipment/personnel
Increased emphasis on improving teacher competency
Increased emphasis on improving teacher attitude
Improved evaluation techniques
Re-definition of needs
Improved communication with HEW
Continued funding



School: 1301



INDIVIDUAL SITE ASSESSMENT

	School	1301			
	Grados:	1-12			
Α.	School Character	istics			
	1. Geographic R	egion	<u>ک</u> یم	BC	DE
	*States in this Oregon, Was	s region are; A shington	laska, Id	aho, Guan	n, Nevad
	2. Urban-Rural	Index			
	U:	ban Subu	rban	Rural	
	3. Student Popula	ition (Total Sci	1001)		
	• Total Rep	orted Enrollme ents in Each C	ent 6 04	6 e1	
		o. of Students	Grade	No. of Stu	<u>idents</u>
		420	7	537	
	2	437	8	517	
		475	9	588	
		433 469	10	536	
	-	533	11	464	
		2))	12	426	
	•		pec Ed.	100	
1.1	• Student Eth	nicity (Total S.	chool)		
1.5%				Percent	
	Asia	rican Indian		2	
	Blac				
	•			_1	
		ican American to Rican		1	
•	White				
	Othe			96	·
	Orite.				

B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent									
Grade	No. of	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other			
K	150						98				
1	437						95				
2							73				
3											
4	469	4									
5	30/		# 1				95				
6											
7											
8				-							
9			n								
10	110						100				
11							100				
12											



(in fo	rado Level icludes only levels r which data were ported)	Mu	an Gain r	oar Month	St. Dev.
	1				
•	2		-		
	3				
	4		1, 2	2	1, 1
	5		**************************************	-	
	10		0, 9		1,1
» O	verall Mean Gain for	School	1		
(n	cans adjusted for di	ffering cla	asu sizes)	1.1
	me of Standardized		SAT		e de la companya de La companya de la co
	sette) Osett				**************************************
Dialetta Da	- A (D 1				
Aight to Ke	ad Teacher Characte	ristics	•		
o Total l	Number Reported		60	•	
o Ago		·	Mean 39	Range	
•	ars Teaching Experi	ence L	12	22-55+	
			Male	Female	J
• Sex	. מ	No. Fercent	19	41	
	Τ., (arcent [_32	68	
Ethnicity	Amr Ind Asian		exican Pu	ican White	No.
•	No. 6		1	53	Other indica
Pe	rcont 10		2	88	
Degree	No. BA or BS 1	MA or MS	PhD	Other 1	No Indicatio
2.08.00	210. [25	Human-	-l Fine		N
Area of	Educ Soc Sci			Phys Sci Ma	th Other c
Degree	No. 53 4	1 1	1		
	Read Read Spec Teacl	•	•	ulti oject Otho	No er Indicatio
Job Title	No.		بدر حقق بعضاهها فسنديات جمادة	2 4	
Residential	No. Inner City U	سنسبب مسمون سمونانات	burban 29	Rural No l	Indication



 Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

No Indication or Not Included

			Effecti	venes		Included
	Excellent	Good	Adequato	Poor	Very Poor	
Parent Involve- ment		2	10	3		40
In-service Training	9	34	8			8
Roading Specialist	5	21	8	1		24
Instructional Materials	12	٤7	10	1		9

Teacher Preference Regarding Continuing to
Teach in Right To Read Program next year:

Yes

Yes, if changes are made
Questionable

No

No

No

No

No

No Response

D. Identification of Project Director

District Supt.	Reading Specialist	Classroom Teacher	No Title Indicated
X			



E.	Effecti	veness of Rig	ht To Read	Mate				
		Program Plan PPP)	ning Proce	dure	Very		Not 1 Useful	No Indication
								X
	r n n	document wearent involve seeds and objection naterials, and in redirection	ment, iden ectives, ide program o of existing	tifica entific rgani g reso	tion and p ation of b zations.	rioritizin asic read Also sup	ig of stude ling appro plied info	ant Aches, rmation
		1 PPP was us						
Struct and P		Identification Student/Tea			tification bjectives		Ongoi e. Eval.	ng No Indication
								\ x
					/ery	Not	No	
		tatus and Reg S and RC)	orting Cent	er (Jseful Us	etui Use	X	
	ា	document we ent during pl chools and Ri	anning of a	ctiviti	es, and li	aison wit	nmunity in th surroun	nvolve - nding
Ways	in which	s and RC wa	as used:					
		lent/Teacher ds Assessme		nents	Display Program	Progres	Refere s Source	
		ormation I semination I	No ndication			•		
			х			. •		·

F. Technical Assistant Utilization

•	Rating of	Helpfulness:			Not	No
			Helpful	Helpful	Helpful	Indication
				x		

• Technical Assistant Activities:

1.	Program planning		11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3.	Interpret Right to Read		13. Observe classes
4.	planning materials Work on the Unit Task Force	X	14. Advise on parental involvement
5,	Develop Work Statement/ Proposal	$ \mathbf{x} $	15. Recommend consultants
6.	Develop or identify curriculum materials		16. Budget planning 17. Evaluation
7,	Needs assessment	x	18. Liaison with Right to Read, Washington, D. C.
8.	Diagnosis/prescription		19. Plan for 1973-74 program
9.	Identify objectives	X	
۸	Staff days lammant	$ \mathbf{x} $	20. No indication of activity

G. Parent Involvement

• .	Extent of
	Involvement

High Medium Low No Indication

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	Reading	is F	undamenta	1

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X



H. Teacher Aides

Per	centage of	Teachers Reporting Aides	
•	Worked	in classrooms	100%
•	Were pa	id	83%
•	Were:	Parent	2%
		Student teacher	27%
		Community organization member	2%
		High school student	65%
		Other	75%
•	Average per sem	number of hours aides worked tester	56
•	Types o	f Activities Performed;	
	Tutoring	g students	X
	Marking	tests	X
	Distribu	iting materials	X
	Working	g in small and large groups	X
	Prepari	ng materials	X
•	Liaison with parents and other outside personne		
Bus monitoring Supervising recreational activities in or outsid class		nitoring ·	X
		sing recreational activities in or outside	х
	Classro	oom maintenance	х
	Supervi	sing field trips	X
	Other _		X

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	35	3	



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants

Technical Assistant Team (TAT) members

Project director

Reading specialist

Classroom teacher

No indication

Individuals trained:

Reading specialist/teacher

Classroom teachers

Other staff

Paraprofessionals

Parents

No indication

Training areas

Learning theory Instructional approach X Student background and self Instructional materials X concept X Teaching techniques Language development Classroom organization and Motor and perceptual skills X management Right to Read Program Evaluation Diagnostic/prescriptive No indication approach



• Training Methods:

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

x x

2. Unit Task Force Activities

Planning Phase

Rating of helpfulness:

Very		Not	No
Helpful	Helpful	Helpful	Indication
			T
	_		[x]

UTF Members:

Consultants
Administrators

Reading specialist

Teachers

Parents

Others

X

X

X

X

Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
	1		v
<u> </u>	<u> </u>	<u> </u>	^



Types of Activities:

Meet with TATs Develop proposal or work statement Needs assessment Develop diagnostic/prescriptive approach	x x x	Develop materials Inservice training Budget Information dissemination Develop tests	
Identify objectives Gather data Complete PPP	X	Evaluation No indication	

Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
C			

• UTF members:

	Consultants		
	Administrators	x	•
	Reading specialist		
	Teachers	x	
	Parents	x	
	Others	X	
	No indication		
•	Frequency of Meetings:		
	Very	No	
	Frequent Frequent	Infrequent Indication	
		· · · · · · · · · · · · · · · · · · ·	



• Types of Activities:	•
Meet with TATs/consultants	Status and reporting activities X
Develop criteria for student selection or placement	Record progress Serve on special committees
Student diagnosis	Review program progress X
Identify tutors	Information dissemination
Inservice training	Evaluation
Develop community involvement activities	No indication
3. Components of Diagnostic/Pr	
Individualized prescription	Supplementary materials
Identification of student skill levels	Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors



Language experience approach

Basal text instruction

No indication

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

Mean Number of Semester Hours Reported per Class

81	
116	
14	
	1

Mean Number of Semester Hours Reported per Class

387
2
38
9
6
43
5

Mean Number of Semester Hours Reported per Class

_		
Ţ	54	
	12	
	40	
Γ		

^{*}Information on items four through ten was obtained by asking toachers to report on each class they taught. Total number of classes for which data were reported: 48

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Used)

Language

100%

97%

1

8. Reading Approach:

Standard English

American Indian language or dialect

No indication

Spanish French

Japanese

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

19
12
1
0
7
6
44
8
12
13

9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

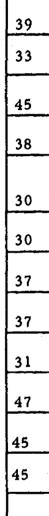


10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

- Diagnostic reading tests are used with most or all students to determine individual reading needs.
- The teacher has formulated or selected specific objectives for each student.
- The teacher has formulated or selected specific objectives for the entire class.
- The teacher has developed or identified an instrument for measuring attitudes toward reading.
- The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.
- Performance of students is measured in terms of objectives set for each individual.
- Performance of students is measured in terms of objectives set for the entire class.
- Visible records are kept of class performance.
- Records of each student's performance are kept with respect to each objective.
- Students are kept informed of their progress.
- Students are involved in self-evaluation.
- Parents are informed of students' progress.
- No indication

11. Total Funding for 1972-73 school year: \$40,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		/ 2.			gree ompli	shment	20
Project Objectives	SA SA	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	* e 0 1	Accept Ac	Standard Standard	A STATE OF THE STA	
STUDENT							
Student Attitude	X		x				. <u>.</u>
Student Behavior	x	X					
Student Reading Achievement	Lx		X				
Reading-Related Skills							i di
TEACHER					79.70		
Teacher Competency	x		x				
Teacher Attitude							
Teacher Behavior	х		х				
PARENT/COMMUNITY							
Parent/Community Involvement	x	l x					
Parent Attitude			7 . 1. 1. 	,			• :
FROGRAM							
Information Dissemination		5.795					
Individualization of Instruction							
Innovations							
Inservice Training							
Additional Materials, Services or Personnel	x	x					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		· /-		
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		14 8	1 4 5	/ \$.0
		29.39	18 13	er 4.
	/ 5	8 & / J	8 50 \ V	0.4
Major Area	N S S S S S S S S S S S S S S S S S S S	Series of Series	To the state of th	
STUDENT		1	1	1
Reading Achievement				1
Reading-Related Skills			 	1
Social Skills			 	1 .
Attitude			 -	1
TEACHER			 	1
Competency]		
Attitude				1
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support		<u>.</u>		
Involvement	†			
PROGRAM				-
Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance		1		
Significant Changes in Reading Approach	x	,		•
Individualization of Instruction	X			
Value of Assistance from Aides/Volunteers	^+			1

CITE	TY TY	*10 m	~	• • • • • • • · · · · · · · · · · · · ·	FINDINGS	
OLIE	13111	MC 11.	CILE'A DI	v cmamm	THE PROPERTY OF	
		.,0 2		TOINIE	R. I WILLIAM C. C.	
		1.0			T VII DITIO	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
-	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
-	More emphasis on diagnostic-prescriptive approach
-	More emphasis on individualization of instruction
<u> </u>	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Insproved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 1501



INDIVIDUAL SITE ASSESSMENT

Grades:	1501 K-6				
Grades:	77-0			· · ·	
aal Chanasia					
ool Characte	ristics	A	в* с	D É	F
Geographic	Region		X		Ţ
*States in the Maryland, Virginia	nis region are: D Michigan, Ohio,	.C., Dela Pennsylva	ware, I inia, Vi	llinois, rginia,	India West
Urban-Rura	l Index				
	Urban Subur	rban	Rural		
Γ	x			1	* :
Student Dan				.	
ottuent Pop	oulation (Total Sch	1001)			
• Total F	Reported Enrollm	ent 763			
• Total S	tudents in Each C	irade Lev	el		•
Grade	No. of Students	Grado	No. of	Studente	3
K	103	7			
1	96	8	**************************************		
	98	9			 , , ,
2					
2 3	139	10			*.
	139 97	10 11			
3		, ,			
3 4	97	11			• · · · · · · · · · · · · · · · · · · ·
3 4 5 6	97 120 110	11 12			**************************************
3 4 5 6	97 120	11 12	Perce	nt	
3 4 5 6	97 120 110	11 12	Perce	nt_	
3 4 5 6	97 120 110 Ethnicity (Total	11 12	Perce	nt_	
3 4 5 6	97 120 110 Ethnicity (Total) American Indian	11 12		nt_	
3 4 5 6	97 120 110 Ethnicity (Total American Indian Asian Black	11 12 School)	42	nt_	••••••••••••••••••••••••••••••••••••••
3 4 5 6	97 120 110 Ethnicity (Total American Indian Asian	11 12 School)	42	<u>nt</u>	
3 4 5 6	97 120 110 Ethnicity (Total and American Indian Asian Black Mexican America	11 12 School)	42	nt	**************************************



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			P	ercent			
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
ĸ	103		36	45		6	13	1
1	96		38	46		6	9	1
2	98		35	45		10	10	
3	139	,	41	42		4	11	2
4								
5		• • • • •			*****			
6								
7	<u> </u>							
8								
9			ļ					
10	 			<u> </u>				
11								
12								
					7			
North Admiglia de de resida aquist	· L · · · · · · · · · · · · · · · · · ·			<u> </u>			.	



(8)	eading Claims for 1972-73 Schoo Vol. II, V, A for detailed	ool Year* voport)	
C	Grade Level (includes only levels for which data were		
	reported)	Mean Gain per Month	St. Dev.
	1		temperaturally in on a to had
	2	-	Militar on which disputely the first
	2	0,6	0.6
	3	0.7	0.5
	4		Martingle Authorites & Service
	5		-
	6	Manufacture methods reposed the editors	***************************************
Ú	Overall Many Out of the	productive contracts of accommen	-
	Overall Mean Gain for Scho	0.7	0.5
0	(means adjusted for differi	ng class sizos)	delica sensi delicale della de
	Name of Standardized Test(s) Used	SAT	
		the section of the se	
		Appendix and an experience of the second sec	
Right to	Read Teacher Characteristi	CS	
• Tota	al Number Reported	17	
• Age		Mean Rango	
• • • •	Vanua Wasaki	37 22-55±	
1,0,	Years Teaching Experience	12 2-31	
• Sex		Male Fomale	
	No Percen	t	
	2 01 (6))	100	
Ethnicity		Mexican Puerto	No
Etimiterty	No. Amr Ind Asian Blac	k Amer Rican White C	ther Indicati
	Dancout		
	-	53	
Degree	No. 5 MA or	MS PhD Other N	o Indication
•			
Area of	Hun Educ Soc Sci litic		No J
Degree	No. 17 Soc Sci itie	Arts Phys Sci Mai	h Other cat
- P	harana and an annual and annual annual and annual and annual annu	<u> </u>	
	Spac Teacher	Bilingual Multi Spec Subject Other	No
Job Title	No.	Name and Address of the Owner, where the Party of the Owner, where the Party of the Owner, where the Owner, which is the Owner, which is the Owner, where the Owner, which is the Owner	Indication
	Inner City Urban	Cultural 27	
Residenti	al No. Inner City Urban	Suburban Rural No In	dication
INNA	Principle of the last of the l		
Index			the state of the s
inuex	香油菜 英字 说		

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-8 4 5 ment In-service 6 7 4 Training Reading 1 9 3 4 Specialist Instructional Materials 9 6 1 1 Teacher Preserence Regarding Continuing to No: of Teach in Right To Read Program next year: Teachers: Yes Yes, if changes are made Questionable No No Response Identification of Project Director D.

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	X				

E.	Eff	ecti	veness of R	ight	To Rea	d Mate							
	•		rogram Pl	anni	ng Proc	edure		Jery Jsefu			Not Useful	No Indi	cation
	(PPP)							Х					
	(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)												
Ways	in v	vhich	PPP was	used	l in prog	gram:							
Struc and F			Identificat Student/Te				ntificat Objectiv				Ongoir Eval,		o dication
,	X												
	•	(S (A m	tatus and R and RC) document ent during chools and	with plan	charts	nter guidin activit	ng the sies, an	schoo	ol in	comm	No I Indica unity in	ıvolve	!
Ways	in v	vhich	S and RC	was	used:								
Progr	ram ing	Stud	lent/Teache ls Assessn	er nent	Task Assign	ments	Displ Progr	ay am I	Pro	gress	Referer Source	ıce	
x													
			ormation semination	No Ind					-		1		



F. Technical Assistant Utilization

• Rating of Helpfulness: Very Not No Helpful Helpful Helpful Indication

Technical Assistant Activities:

1.	Program planning		11. Identify alternate approaches	Х
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read		13. Observe classes	X
4.	planning materials Work on the Unit Task Force		14. Advise on parental involvement	X
5.	Develop Work Statement/ Proposal		15. Recommend consultants	
	•		16. Budget planning	
6.	Develop or identify curriculum materials	Ш	17. Evaluation	
7.	Needs assessment	x	18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription			
9.	Identify objectives	$ \mathbf{x} $	19. Plan for 1973-74 program	
	• •		20. No indication of activity	
10.	Staff development	X		



G. Parent Involvement

Extent of Involvement

High	Medium	Low	No Indication
х			

• Activities:

1.	Unit Task Force	
2,	Program planning	Į
3.	Program implementation	
4.	Develop materials	
5.	Purchase/repair materials	
6,	Aides, tutors, volunteers	-
7.	Advisory council	
8.	Workshops, conferences	ł

L		
9.	Reading is Fundamental	
10.	PTA, open house, other traditional meetings	х
11.	Supplementary activities	
12.	Community relations	x
13.	Information dissemination	x
14.	No indication	



H. Teacher Aides

Perc	entage of	Teachers Reporting Aides			
•	Worked in classrooms				
•	Were paid				
•	Were:	Parent	56% 61%		
		Student teacher			
		Community organization member	44%		
		High school student			
		Other	22%		
•	Average per sem	number of hours aides worked ester	231		
•	Types of	Activities Performed:			
	Tutoring	students	x		
	Marking	tests	х		
	Distribu	ting materials	х		
	Working	in small and large groups	х		
	Prepari	ng materials	х		
	Liaison	with parents and other outside personnel	х		
	Bus mon	aitoring			
	Supervis class	sing recreational activities in or outside	х		
	Classro	om maintenance	х		
	Supervis	ing field trips	x		
	Other _		х		

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	13		



I. Program Characteristics

ı.

Diagnostic/prescriptive approach

1.	Inse	Inservice Training:									
	•	Individuals responsible for training:									
		Consultants									
		Technical Assistant Team (TAT) members									
		Project	director	x							
		Reading	Reading specialist								
		Classroom teacher									
		No indic	ation								
	•	Individuals traine	ed:								
		Reading specialist/teacher									
		Classro	Classroom teachers								
		Other st	aff								
		Parapro	Paraprofessionals								
		Parents	Parents No indication								
		No indic									
	•	Training areas									
Lear	ning the	eory	Instructional approach	X							
		ground and self	X Instructional materials	X							
conce	-		Teaching techniques	X							
_	•	evelopment	Classroom organization and	}							
	_	erceptual skills	management								
wight	to Wes	d Program	X Evaluation	L X							

No indication



•	Training	Methods
---	----------	---------

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

2. Unit Task Force Activities

Planning Phase

• Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			х

UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

• Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
	<u>L</u>	<u></u>	X



Meet with TATs		Develop n	naterials		П	ergristise _e ,
Develop proposal or work statement		Inservice				•
Needs assessment		Budget	41			
Develop diagnostic/prescriptive approach		Information Develop to	ests	iinatioi	'	
Identify objectives		Evaluation	n		-	
Gather data		No indicat	tion		X	
Complete PPP						
Implementation Pha	ase					
• Rating of Hel	pfulness:					
		Very	No		No	
		Helpful H	elpful He	elpful	Indication	<u>.</u>
					_X	
• UTF member	s:					
	Consul	(A. a			<u></u> 1	
		istrators			 	
		-			X	
	Teache	g specialis	T.			
	Parent				X	
	Others					
	No ind				H	
	- 10				لـــا	
• Frequency of	Meetings	:				
		Very				No
	1	Frequent	Frequent	Inf	requent	Indication
						x

Types of Activities:



Types	of Activities:
-------	----------------

Meet with TATs/consultants		Status and reporting activities	
Develop criteria for student selection or placement		Record progress	
Student diagnosis		Serve on special committees	
Identify tutors		Review program progress	X
Inservice training	 	Information dissemination	
ŭ	X	Evaluation	X
Develop community involvement activities	1	No indication	
	<u></u>		
3. Components of Diagnostic/Pr	rescrip	ive Approach:	
Individualized prescription		Supplementary materials	
Identification of student skill levels		Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	X
Contracts		Commercially made programs	
Individualized instruction		Student grouping	x
Progress checklists	X	Special classes	
Testing	X	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
		Basal text instruction	X



No indication

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

[167	
	135	
	10	

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

_	
	274
	0
	65
	1
	1
	1
	0

Mean Number of Semester Hours Reported per Class

	7
	37
L	188
1	

Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 18



7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Language)

97%

3

10

8. Reading Approach:

Standard English

American Indian language or dialect

No indication

Spanish

French

Japanese

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

116
32
26
0
7
7
12
86
26
0



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Acres de la constitución de la c	_
15	
12	
4	
0	
3	
9	
39	
74	
46	
0	
38	
0	



10. Classroom Evaluation Procedures:

	olaboroom Evaluation i roccuties.	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	18
•	The teacher has formulated or selected specific objectives for each student.	16
•	The teacher has formulated or selected specific objectives for the entire class.	18
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class,	5
•	Performance of students is measured in terms of objectives set for each individual.	14
•	Performance of students is measured in terms of objectives set for the entire class.	13
•	Visible records are kept of class performance.	8
•	Records of each student's performance are kept with respect to each objective.	17
•	Students are kept informed of their progress.	16
•	Students are involved in self-evaluation.	14
•	Parents are informed of students' progress.	17
•	No indication	

11. Total Funding for 1972-73 school year: \$30,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Degree of Accomplishmen	
Project Objectives	Signal Si		ACC WARREN TO ACC ACC ACC ACC ACC ACC ACC ACC ACC AC	2 2 2 2 2 2 2 2 2 2	
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	x	x			
Reading-Related Skills	X	$\ \mathbf{x}\ $			
TEACHER Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY Parent/Community Involvement	X				
Parent Attitude					
PROGRAM_	Arrange and				
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		, 100 in	
Major Area	18. 18. 18. 18. 18. 18. 18. 18. 18. 18.	Site Reserving 188	A Porte Serioring Control of S
STUDENT Reading Achievement			ĺ×
Reading - Related Skills		x	
Social Skills			x
Attitude		X	
TEACHER Competency			×
Attitude			x
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY Support			×
Involvement			X
PROGRAM Success of Inservice Training			
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			x x
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			x

	and the second of the second o			
CIMB DI	NOT CLEA			
51 I W 1111	I NOTE OF LEE A	שוידי אידים עיום	131 kt 131 kt 200	
~~~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~		VIII OTALE	P HALLING +S	
			* ************************************	

Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



## 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

X	More emphasis on reading-related skills
-	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
<u>x</u>	Increased effort to involve parents/community
	Increased school-parent communications
<u>x</u>	More staff training
<u>x</u>	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
*******	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs .
	Improved communication with HEW
<u>x</u>	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 1502



## INDIVIDUAL SITE ASSESSMENT

		1502	<del></del>	
	Grades:	K-8		
Sch	ool Characte	412114		
901	iour Characte	ristice	Α	B* C D E F
1,	Geographic	Region		
	*States in th Maryland, Virginia	is region are: Michigan, Ohi	D.C., Dela o, Pennsylva	ware, Illinois, Indi nia, Virginia, Wes
2,	Urban-Rura	l Index		
		Urban Su	burban	Rural
*. * 1 #		x		Kurai
3.	Student Dan	· · · · · · · · · · · · · · · · · · ·		
J.	Student Pop	ulation (Total	School)	
		eported Enrol		
	• Total S	tudents in Eac	h Grade Leve	əl
	Grade	No. of Student	s Grade	No. of Students
	K	69	7	112
	1	72	8	106
٠.	2	86	9	
	3	73	10	
	4	76	_ 11	
	5	77	_ 12	
	6	66	_ Spec Ed	86
	• Student	Ethnicity (Tot	al School)	
				Percent
	•	American Indi	an	
		Asian		
	· · ·	Black		35
		Mexican Amer	ican	
		Puerto Rican		1.5
	,	White		65

## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total	Total						
	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	30		53				47	
. 2	34		37				63	
3	31		33	ali arabika daga Aliberakan Marabika daga daga			67	
4	37		45				55	
5	28		33				67	
. 6	32		38				62	
7	39		21				79	
8	52		37				63	
9								
10								
11								
12								
Spec E	86							
				, ,				
••••								
				·				



		6 Vol. II, V,			
		Grade Level (includes onl for which da	ly levels		
		reported)	allertania francisco assessino de apares.	Mean Gain per M	onth St. Dev.
		1		3.0	
	•	2	en e	0,6	0.5
				1.0	0.7
	1.5	4	• •	0.7	0.8
	1, 1	<del></del> 5	• •	0.8	0.6
		- 6		1.2	0.9_
	O	Overall Mean (means adjus	n Gain for Sch sted for differ	ing class sizes)	1.0
	C	Name of Stan Test(s) Used	dardized	Gates MacGiniti	e
•	Tota	al Number Re	ported	Z4 Mean	Range
	Ago No.	Years Teachi	ng Experienc	c 13 22-	35+
•	Sex	•	Perco	No. I 23 25 25	
	Ethnicity	' Amr	Ind Asian Bl	Mexican Puerto ack Amer Rican	No White Other Indica
1	•	No. 2			
I	•	No. 2 Percent 8	5		21 87
-	•	No. 2 Percent 8	5 5 A or BS MA 9 1	or MS PhD O	21
I	Degree Area of	No. 2 Percent BA No. Educ	5 5 A or BS MA 9 1	or MS PhD O	21 87
I	Degree	No. 2 Percent BA No. Educ No. 23	or BS MA 9 1 Hu	or MS PhD O 5 man- Fine ics Arts Phys S	ther No Indication  No Indication  No Indication  No Indication  No Indication
I A	Degree Area of	No. 2 Percent BA No. Educ No. 23 Rea Spe	or BS MA 9 1 Hu Soc Sci it ad Reading	or MS PhD O	21 87 ther No Indicatio



Children and the first transfer of the control of the control of the first transfer of the control of the contr	• Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)						
	Excellent	Good	Effecti Adequate		Very Poor	tion or Not Included in Program	
Parent Involve- ment	1	<b>3</b>	10	1		9	
In-service Training	6	9	6	1		2	
Reading Specialist	11	6	6			1	
Instructional Materials	14	6	1	1		2	

•	e Regarding Continuing to Read Program next year:	No: of Teachers:
	Yes	14
	Yes, if changes are made	8
	Questionable	1
	No	1
	No Response	

# D. Identification of Project Director

District Supt.	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	·	х	Ì	



•	Program Planning Procedure				ul	Useful	Not Useful	No Indication
	(PPP)					X		
ays in w	parent invo needs and o materials, a on redirect	with charts g lvement, iden- bjectives, ide nd program of ion of existing used in progr	tification a ntification rganization resource	nd prof back	rioi Asid Als	itizing readin suppli	of stude g appro- ed infor	nt aches, mation
tructurin nd Planni		ion of eacher Needs	Identifica of Object	tion ves		sting iorities	Ongoin Eval.	g No Indicatio
x								
	(S and RC)  (A document ment during	with charts g planning of ac Right to Read	uiding the	school lie	X ol i	n comm	No i Indica unity in	volve-
ays in wl	nich S and RC		, wasningt	011, 1	<b>,</b> C	' <b>.</b> '		
rogram Slanning N	Student/Teach leeds Assessr	er Task nent Assignm	Disp ents Prog	lay ram	Pro	gress	Referen Source	Ce
				:				
	Information Dissemination	No Indication		-		•		
		x						



## F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
				x

Technical Assistant Activities:

1.	Program planning	X	11. Identify alternate approaches	
2.	Program implementation	X	12. Develop team teaching	
3.	Interpret Right to Read planning materials	-	13. Observe classes	
4.	Work on the Unit Task Force		14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal		15. Recommend consultants	
6.			16. Budget planning	X
0.	Develop or identify curriculum materials		17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read,	
8.	Diagnosis/prescription		Washington, D.C.	
9.	Identify objectives		19. Plan for 1973-74 program	
0.	Staff development		20. No indication of activity	Ĺ



### G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication
- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials.
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

	2			
	<b>*</b>			
ч.	Reading	10 44	いべべつ	
/ •	**COCHIE	10 1	uuua	miduta

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 71% 71% Were paid 17% Were: Parent Student teacher Community organization member High school student Other 54% Average number of hours aides worked per semester 152 Types of Activities Performed: X٠ Tutoring students Marking tests X X Distributing materials Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class X Classroom maintenance X Supervising field trips Other

Teacher rating of aides[†] effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
15	2		



#### I, Program Characteristics

l. <u>Inservice Training</u> :		
	onsible for training:	
Consult	용장 보이 얼마나 아니는 보다 아니는 바람이 그 얼마를 보이다고 하다	
불빛하다는 하게 되었다. 그리고 있다면 그리고 살 수가 되었다.		X
1ecnnic	al Assistant Team (TAT) members	
발생님, 그는 그 사람들은 그 나는 그 그 그 그 그 그 그 그 그 가지 않는 것 같다.	director	
	specialist	Lx
整新期 副自己 化氯化二甲基甲基乙基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲	om teacher	X
No indic	ation	
• Individuals traine	od:	
Reading	specialist/teacher	
	om teachers	
Other st		X
	fessionals	
Parents		
No indic		
• Training areas:		
Learning theory	Instructional approach	X
Student background and self concept	Instructional materials	_X_
Language development	Teaching techniques	х
Motor and perceptual skills	Classroom organization and management	x
Right to Read Program	Evaluation	
Diagnostic/prescriptive approach	X No indication	



•	Training Methods:						
	Group or individual me	etings	, semir	ars, wor	kshops,	x	
	School visitations, den observations	nonstr	ation te	aching, cl	assroom	x	
	University courses						
	Video taping, audio-vi	suals,	multi-	media			
	No indication						
Unit	Task Force Activities						
<u>Plan</u>	ning Phase						
•	Rating of helpfulness:		Yery Helpfu	l Helpful		No Indication	
						X	
•	UTF Members:		•				
		. 14	ultants				
			inistrat			H	
		Teac	ing spe	Clalist			
e i de la companya d		Pare		· · · · · · · · · · · · · · · · · · ·		1-1	
		Othe					
			idicatio	n		x	
		110 11	-~-~	<b></b>		المئتا	
•	Frequency of meeting	6;					
		Very	•	•		No	
		Freq	uent	Frequent	Infrequ	ent Indica	tio
						X	



Meet with TATs	Develop materials
Develop proposal or work	Inservice training X
Needs assessment	Budget
Develop diagnostic/prescriptive approach	Information dissemination  Develop tests
dentify objectives	Evaluation
Sather data	No indication
Complete: PPP	
Implementation Phase	
Rating of Helpfulness:	
	Very Not No Helpful Helpful Indication
	×
• UTF members:	
Consu	ltants T
Admin	istrators
#####################################	ng specialist
Teach	- 하는 사용
Paren	ts Table
Others	
No ind	ication
<ul> <li>Frequency of Meetings</li> </ul>	
### UKK NOW TO THE T THE TOTAL THE	Very No Frequent Frequent Infrequent Indic

Types of Activities:



#### • Types of Activities:

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student	Record progress
selection or placement	Serve on special committees
Student diagnosis	Review program progress
Identify tutors	Information dissemination
Inservice training X	Evaluation
Develop community involvement activities	No indication
3. Components of Diagnostic/Pres	criptive Approach:
Individualized prescription	Supplementary materials
Identification of student skill levels X	
Teacher observation	Audio-Visual, Multimedia

Contracts
Individualized instruction
Progress checklists
Testing
Review case histories
Staff conferences
Student/teacher conferences

Supplementary materials
Games, manipulatives
Audio-Visual, Multimedia
Commercially made programs
Student grouping
Special classes
Skill sessions
Field trips
Reading/language center
Reading specialist, tutors
Language experience approach
Basal text instruction
No indication



#### 4. Program Location:*

Mean Number of Semester Hours Reported per Class

> 152 136 80

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

> 75 64 102

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 24

## 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Used)

100%

100%

100%

### 8. Reading Approach:

Standard English

American Indian language or dialect

No indication

Spanish French

Japanese

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

79
16
10
0
5
6
44
23
28
1



### 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other

No indication

Mean Number of Semester Hours Reported per Class

tou pe	,
17	
17	
5	
5	
2	
0	
18	
72	
7	
1	
48	
14	
	ĺ
	•



10.	Classroom Evaluation Procedures:	Numbe Classr in Which Process Used	oom: ch
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	20	
	The teacher has formulated or selected specific objectives for each student.	23	
•	The teacher has formulated or selected specific objectives for the entire class.	23	orania Waliozali Maria
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	3	
	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	12	
	Performance of students is measured in terms of objectives set for each individual.	24	
•	Performance of students is measured in terms of objectives set for the entire class.	17	
•	Visible records are kept of class performance.	24	
•	Records of each student's performance are kept with respect to each objective.	19	
	Students are kept informed of their progress.	24	
•	Students are involved in self-evaluation.	23	
	Parents are informed of students' progress.	24	
•	No indication		

11. Total Funding for 1972-73 school year: \$40,000

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Accor	gree nplis	hment	
		8 3°	izi di		D		<b>7</b> . :
Project Objectives	SO A TO A		10 10 10 10 10 10 10 10 10 10 10 10 10 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 10 10 10 10 10 10 10 10 10 10 10 10 1	2   20   20   20   20   20   20   20	
STUDENT						·	-
Student Attitude	х				x		
Student Behavior	х	X					
Student Reading Achievement	X	X					
Reading-Related Skills							
TEACHER							
Teacher Competency	<u> </u>						
Teacher Attitude							
Teacher Behavior	<u> </u>					* -	
PARENT/COMMUNITY						*	
Parent/Community Involvement	x	X	m. §				
Parent Attitude						1. 1	
PROGRAM							
Information Dissemination						2.5 1.5	
Individualization of Instruction							
Innovations	X	<u> </u>					
Inservice Training	X	X					
Additional Materials, Services or Personnel							

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

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Major Area	No. St. No.	Site Re Reservings	Pinding Not Gal Finding Co. Salis Finding Co. Sa	TO NOT NOT NOT NOT NOT NOT NOT NOT NOT N
STUDENT				
Reading Achievement	x			
Reading-Related Skills			x	V.
Social Skills	-1		x	
Attitude	X			
TEACHER			x	
Competency				
Attitude	X	<u> </u>		
Teacher-Student Relations			x	
Teacher-Staff Relations			X	
PARENT/COMMUNITY				
Support			x	
Involvement	х			
PROGRAM				
Success of Inservice Training	x	Í		
Program Flexibility	Х	1		
Helpfulness of Technical Assistance	X			,
Significant Changes in Reading Approach			x	
Individualization of Instruction	Х			
Value of Assistance from Aides/Volunteers	x			

SITE	DID	NOT	<b>CLEARLY</b>	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
<u>x</u>	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
<u> x</u>	Re-definition of needs
~~~	Improved communication with HEW
<u>x</u>	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 1504

INDIVIDUAL SITE ASSESSMENT

	School: 1504	· · · · · · · · · · · · · · · · · · ·	· ·
	Grades: K-6	····	
Sch	ool Characteristics		
1.	Geographic Region		B* C D E F
	*States in this region are: Maryland, Michigan, Ohio Virginia	D.C., Dela o, Pennsylva	iware, Illinois, Ind ania, Virginia, Wes
2.	Urban-Rural Index		
	Urban Sul	ourban	Rural
	X		
3.	Student Population (Total S	School)	
	Total Reported Enroll		.
	• Total Students in Each		
	Grade No. of Students K 192	Grade 7	No. of Students
	1 173	- ' 8	·
	2 160	- 9	
	3 153	- , 10	
	4 157	11	***************************************
	5 142	12	
	6 140	Spec Ed.	15
	• Student Ethnicity (Total	l School)	
			Percent
	American India	ın	•
	Asian		
	Black		41
	Mexican Amer	ican	16
	Puerto Rican		25



Other

B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

				p	ercent			
Grade	Total No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К	192		34	22	1	31	6	3
1	173		49	13		20	13	4
2	160		50	15		19	15	
3	153		49	18		19	7	4
4	157		50	19		21	5	3
5	142		54	19	1	19	4	1
6	140	1	58	15		16	7	1
7								
8								
9								7.
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11		1						
12								



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		6	Name Test(s	of Stand) Used	ardize	d	•]	MAT				,,	•	
		•				•	_						•	
c.	Rig	ht to	Read T	eacher	Charac	teristi	cs							
	0	Tota	al Numi	ber Repo	orted		P-0-			~				
	0	Age						lean	Γ	22 -5	inge 5+			
	o.	-		Teachin	д Ехре	rience		0	Ē	1-27				
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٠.,	٠.,													
*Tot	al nu	mber	r of cla	sees for	which	achiev	ement	data	wer	e rep	orte	d:2()	



Teacher Attitude Toward Right To Read Features
(figures indicate number of teachers responding)

Effectiveness

Excellent Good Adequate Poor Very Poor in Program

nt Involve
1 1 5 4 20

Parent Involve- ment
In-service Training
Reading Specialist
Instructional Materials

Excellent	Good	Adequate	Poor	Very Poor	in Program
1	l	5	4		20
1	12	12		3	3
1	4	6	6	4	10
1	3	10.	5	4	8

•	 Teacher Preference Regarding Continuing to Teach in Right To Read Program next year: 						
	Yes	10					
	Yes, if changes are made	11					
	Questionable	6					

No Response

D.	Identification of Project Director
	the state of the s

District Supt.	Reading Specialist	Classroom Teacher	Other	No Title Indicated
•			х	



E. E	fecti	ven ess of R	ight To Read	Mai	terials							
	F	- ,	anning Proce						Not Useful	No Indi	cation	
					L	X						
Ways in v	n n o	arent invol eeds and ol naterials, an n redirecti	with charts givement, iden ojectives, iden od program of on of existing	tificentifi rgan gres	ation and cation of disations	nd prof bass. A	iori sic Also	tizing or reading supplie	of stude g appro- ed infor	nt ache mati	on	
Structuri	ing	Identificat		Ide	ntificat: Objectiv	ion ves	List Pric	ing orities	Ongoin Eval,		o dication	n.
	x											
48. 1991 75.0 : 41.2 · 1994 1994			eporting Cent	er	Very Useful	Use	ful	Not Useful	No Indica	ition	1	
	(5	and RC)			x							
	m	ent during	with charts g planning of a Right to Read	ctivil	ties, an	id lia	lisor	with a	unity in surroun	volve ding	• •	
Ways in v	which	S and RC	was used:									
Program Planning	Stud Need	ent/Teache	er Task ient Assignm	ents	Displ: Progr	ay am 1	Prog	gress	Referen Source	се		
					x						l.	
Forecast Outcomes		rmation semination	No Indication									



F. Technical Assistant Utilization

• .	Rating of Helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
					x

• Technical Assistant Activities:

			and the control of th
1.	Program planning		11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3,	Interpret Right to Read		13. Observe classes
4.	planning materials Work on the Unit Task Force	X	14. Advise on parental involvement
5.	Develop Work Statement/ Proposal	x	15. Recommend consultants
6.	Develop or identify curriculum materials		16. Budget planning 17. Evaluation
7.	Needs assessment		18. Liaison with Right to Read, Washington, D. C.
8.	Diagnosis/prescription		19. Plan for 1973-74 program
9.	Identify objectives	H	20. No indication of activity
10.	Staff development	X	



G. Parent Involvement

	• Extent of		High Medium Low No Indication						
	Involvement				х	X.			
N.	• Activities:		·						-
1.	Unit Task Force	X	9.	Re	ading is	Funda	mental	,	
2.	Program planning		10.		A, ope			· .]	
3.	Program implementation				aditional			,	_
4.	Develop materials						ctivities		-
5.	Purchase/repair materials				mmunit	-	and the second		X
6.	Aides, tutors, volunteers						emination	• }	
7.	Advisory council		14.	No	indicat	ion			
8.	Workshops, conferences								``.



H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 739 Were paid 579 Were: Parent 229 Student teacher 5% Community organization member 8% High school student Other 35% Average number of hours aides worked per semester 187 Types of Activities Performed: Tutoring students X · Marking tests X Distributing materials X Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel X Bus monitoring Supervising recreational activities in or outside class X Classroom maintenance Supervising field trips Other

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective		
9	13	1	4		



I. Program Characteristics

1. Inservice Training: Individuals responsible for training: Consultants Technical Assistant Team (TAT) members Project director Reading specialist Classroom teacher No indication Individuals trained: Reading specialist/teacher Classroom teachers X Other staff Paraprofessionals Parents No indication

• Training areas:

Learning theory Student background and self		Instructional approach Instructional materials	X
concept Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program	X	Evaluation	
Diagnostic/prescriptive approach	x	No indication	



# 	Training Methods:						
	Group or individual me	etinge	s, sem	inars, wor	kshops,	$\begin{bmatrix} x \end{bmatrix}$	
	School visitations, den observations	nonstr	ation t	eaching, c	lassroom		11.67.25 12.42.25 13.13.15
	University courses	•					
	Video taping, audio-vid	suals,	multi	-media			
					5.		
Unit	Task Force Activities				$\tau_{n_1} = \tau_n$		
D14							
Pian	nning Phase		•				
•	Rating of helpfulness:		Very Helpf	ul Helpful		No Indication	
						x	
				· · · · · · · · · · · · · · · · · · ·			
•	UTF Members:						
		Cons	ultante	I			
		Adm	inistra	tors			
		Read	ing sp	ecialist			
		Teac	hers				
		Pare			at en		
		Othe					
		No ir	ndication	on	•	X	
•	Frequency of meetings):				•	
		Very				No	
	0.2	Frequ	uent	Frequent	Infrequ	ent Indie	cation
				X	·		
•							



Types of Activities: Meet with TATs Develop materials Develop proposal or work Inservice training statement Budget Needs assessment X Information dissemination Develop diagnostic/prescriptive Develop tests approach X Evaluation Identify objectives X No indication Gather data Complete PPP Implementation Phase Rating of Helpfulness: Very Not No Helpful Helpful Helpful Indication X UTF members: Consultants Administrators Reading specialist Teachers Parents Others No indication



Frequency of Meetings:



Very

Frequent

Frequent

No

Infrequent

Indication

• Types of Activities:

Meet with TATs/consultants	x	Status and reporting activities	
Develop criteria for student		Record progress	<u></u>
selection or placement		Serve on special committees	
Student diagnosis		Review program progress	X
Identify tutors		Information dissemination	
Inservice training		Evaluation	\mathbf{x}
Develop community involvement activities		No indication	
	لثا		
Individualized prescription	X	Supplementary materials	X
Identification of student skill levels	х	Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	
Contracts		Commercially made programs	X
Individualized instruction		Student grouping	X
Progress checklists		Special classes	
Testing	\mathbf{x}	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	



Basal text instruction

No indication

Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5.

Student/Teacher Organization:

Single teacher--multi-subjects Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication

Mean Number of Semester Hours Reported per Class

	4.4		
1	2	0	
	•		
2	0	9	
	:		
1	0		4
		:	

Mean Number of Semester Hours Reported per Class

248	_
3	_
1	
0	
3	
48	
6	

Mean Number of Semester Hours Reported per Class

38
32
124

Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 37

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Used)

87 %
2
10
28

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish

French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	14
Other programmed instruction	20
Gaming/simulation	4
Instructional TV	0
Interactive media	4
Intensive involvement	5
Discussion groups	35
Demonstration-performance	25
Lecture	17
Contracts	1
Use of supplementary materials	27
Other	1
No indication	



10. Classroom Evaluation Procedures:

		Number of Classrooms
		in Which
Marine State of the Control of the C		Procedure
		Used
		10000
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	31
•	The teacher has formulated or selected specific objectives for each student.	33
	The teacher has formulated or selected specific objectives for the entire class.	32
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	21
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	20
•	Performance of students is measured in terms of objectives set for each individual.	33
• .	Performance of students is measured in terms of objectives set for the entire class.	23
•	Visible records are kept of class performance.	25
•	Records of each student's performance are kept with respect to each objective.	2
•	Students are kept informed of their progress.	35
•	Students are involved in self-evaluation.	33
•	Parents are informed of students' progress.	35
•	No indication	

11. Total Funding for 1972-73 school year: \$40,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

						÷
				•	gree of mplishme	
					2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	8
	, de					
Project Objectives	So Me is		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	According to the state of the s	20 20 20 20 20 20 20 20 20 20 20 20 20 2	
STUDENT						
Student Attitude	x	<u>L</u>	x			
Student Behavior	х		X			
Student Reading Achievement	Х		х			
Reading-Related Skills	х		х			
TEACHER			-			
Teacher Competency	х		x			
Teacher Attitude	Х		х			
Teacher Behavior	X	Х				
PARENT/COMMUNITY			}			
Parent/Community Involvement	х		х			
Parent Attitude	\mathbf{x}		х			
PROGRAM						
Information Dissemination			<u>. </u>			
Individualization of Instruction						
Innovations						
Inservice Training	x	х				
Additional Materials, Services or Personnel	х	x				

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

			7	
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		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
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Major Area	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Site Resident Principles W. R.	Finding Satisfied Finding Work Work Work Work Work Work Work Work	A STANDAY OF STANDAY O
STUDENT				
Reading Achievement	x			
Reading-Related Skills			x	
Social Skills			х	
Attitude	x			
TEACHER				
Competency	x			
Attitude			X_	
Teacher-Student Relations			х	
Teacher-Staff Relations			х	
PARENT/COMMUNITY				
Support			Х	
Involvement			X	
PROGRAM				
Success of Inservice Training		 	<u> </u>	
Program Flexibility		 -	<u> </u>	1
Helpfulness of Technical Assistance		 	X	{
Significant Changes in Reading Approach			X_	
Individualization of Instruction			X	
Value of Assistance from Aides/Volunteers			Х	

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
<u>x</u>	Increased emphasis on improving student attitude
	More remedial help
X	Increased effort to involve parents/community
of Milestration	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
*******	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
******	Increased emphasis on improving teacher attitude
<u>x</u>	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
-	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 1505



INDIVIDUAL SITE ASSESSMENT

	School:	1505		
	Grades:	K-5, 7,	8	
Sch	ool Characte	ristics		
1.	Geographic	Region	A	B* C D E
	*States in the Maryland, Virginia	his region are: D Michigan, Ohio,	.C., Dela Pennsylva	ware, Illinois, I nia, Virginia, W
2.	Urban-Rur	al Index		
		Urban Subu		Rural
3,	Student Por	oulation (Total Sch	hool)	
	• Total I	Reported Enrollm	ent <u>1291</u>	
	• Total S	tudents in Each (irade Lev	el
	Grade	No. of Students	Grade	No. of Students
	K	142	7	147
	1	170	8	161
	2	165	9	*************
	3	171	10	
	4	166	11	
	5	169	12	
	6			
	• Student	Ethnicity (Total	School)	
				Percent
		American Indian		
		Asian		
		Black		96
		Mexican America	an	
		Puerto Rican		
		White		4
		Other		



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent								
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
К	142		97				3			
1	170		99	, T			1			
2	165		97				3			
3	171		98				2			
4										
5										
6				"						
7		·								
8										
9										
10				i i						
11		1								
12				!						
			 							
	 						-	-		
										



	(irade Level includes only levels or which data were				
* 		eported)		Mean Gain	per Month	St. Dev.
	·	1			d Ambanda angendada ayan da anaganan	
1 - 1		2		1, 1		0.5
		3		1.0		0.7
		4			the state of the s	
		5	•	****		-
		6				
	6 O	verall Mean Gain fo	r School	1.0	•	0.6
	(1	neans adjusted for o	differing	class sizo	s)	
	e N T	ame of Standardized est(s) Used	i de la companya de l	MAT		
			•			-
Ri	ght to Re	ead Teacher Charac	tanistias			
			IGI ISI ICE			
•	Total	Number Reported		19		
•	Age			Mean 31	Range 22-47	
•	No. Ye	ears Teaching Exper	rience	7	1-23	
	Com			Male	Female	***************************************
•	Sex	j	No. Percent		100	
				Louis annual	A STATE OF THE PERSON NAMED OF	
Et	hnicity	Amr Ind Asia	ın Black	Mexican I		No Other Indication
• •	D _a	No. 1	7 36		11	
•	• (J	57	
De	gree	No. BA or BS	MA or 1	MS Phi	O Other I	No Indication
			Huma	n- Fine		No Ji
	ea of gree	No. 19	ci ities		Phys Sci Ma	th Other cati
20	6.00		ding Bi	ilingual 1	Multi	No No
	****	Spec Tea	. •	Spec S	ubject Othe	
Jol	Title	No.		1	9	
		No. Inner City	Urban 12	Suburban 7	Rural No I	ndication
Re	sidential	. 140"				

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-2 1 3 ment 13 In-service 2 11 3 3 Training Reading 7 4 1 7 Specialist Instructional 2 10 5 2 Materials Teacher Preference Regarding Continuing to No: of Teach in Right To Read Program next year: Teachers: Yes 11 Yes, if changes are made 8 Questionable No

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	No Title Indicated
	X				

No Response



E. Effe	ectiv	veness of R	lght	To Read	Mate					3.9 4		
•		rogram Pla	inni	ng Proce	dure		Very Jsefu	<u>1 U</u>	seful	Not Useful	No Inc	dication
	ζ.	PPP)							X		<u>L</u>	
	n n o	document of arent involveds and obtained and obtained are redirection	yem ject d pr on o	ent, iden ives, ide ogram of existing	tifica ntific rgani resc	tion areation of zation	nd priof base. A	iori sic Iso	tizing readin suppli	of stud g appro ed info	ent oach rma	tion
Vays in w	hich	PPP was u	ısed	in progr	am:							
Structuring and Plann		Identificati Student/Te				tificat bjectiv				Ongoi Eval,		No Indicatio
, x		x				x						
•	(S (A m	atus and Reand RC) document of the during properties and Reand Re	with olan	charts g	er uidin	ies, ar	X school dia	l in	comm	No l Indic	nvol	lve -
ays in w		S and RC v			•	B	,			,		
		ent/Teache ls Assessm		Task Assignm	ents	Displ Progr	ay am l	Prog	gress	Refere Source	nce	
х							· ·					
orecast outcomes		rmation semination	No Indi	cation							-	



F. Technical Assistant Utilization

•	Rating	of Helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
				x		

Technical Assistant Activities:

1.1		· · · · · · · · · · · · · · · · · · ·	
1.	Program planning	X	11. Identify alternate approaches
2.	Program implementation	X	12. Develop team teaching
3.	Interpret Right to Read		13. Observe classes
4.	planning materials Work on the Unit Task Force		14. Advise on parental involvement
5.	Develop Work Statement/ Proposal		15. Recommend consultants
6.	Develop or identify curriculum materials		16. Budget planning17. Evaluation
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription		19. Plan for 1973-74 program
9.	Identify objectives	-	20. No indication of activity
0.	Staff development		



G. Parent Involvement

	• Extent of Involvement		High Medium		Low	No Indica	tion
						X .	
	• Activities:						
1.	Unit Task Force		9. <u>F</u>	Reading is	Funda	mental	
2,	Program planning		10, F	PTA, open	house	other	
3.	Program implementation	traditional meetings					
4.	Develop materials		11. S	upplement	ary ac	tivities	
5.	Purchase/repair materials		12. C	ommunity	relati	ons	
6.	Aides, tutors, volunteers		13. In	nformation	disse	mination	
7.	·		14. N	o indicatio	n		X
8.	Workshops, conferences					· •	

H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms Were paid 5% Were: 5% Parent Student teacher Community organization member High school student Other Average number of hours aides worked 430 per semester Types of Activities Performed: Tutoring students X Marking tests Distributing materials Working in small and large groups X X Preparing materials Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside X class Classroom maintenance X Supervising field trips Other :

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	1		



I. Program Characteristics

ı,

1. Inse	rvice Training:		
•	Individuals resp	consible for training:	
	Projec Readin	cal Assistant Team (TAT) members t director g specialist com teacher	x
•	Classr Other	g specialist/teacher oom teachers staff ofessionals	X
concept Language de Motor and p Right to Rea	evelopment	Instructional approach Instructional materials Teaching techniques Classroom organization and management X Evaluation No indication	X



	•	Training Methods:						
	•	Group or individual me	etings,	sem	inars, work	shops,	x	
		School visitations, den observations	nonstrat	ion (eaching, cla	issroom		
		University courses						
	• •	Video taping, audio-vi	suals, n	nulti	-media			
		No indication	,					
2.	Unit	Task Force Activities						
	Plan	nning Phase						
	•	Rating of helpfulness:		Very lelpf		Not No Helpful Indic	ation	
	•	UTF Members:	L					
· .								
			Consul	tant	3			
			Admin	istra	itors	·		
			Readin	gsp	ecialist .			
			Teache	ers				
			Parent	8				
		•	Others	3				ž
			No ind	icati	on		Х	1
								Ļ
	•	Frequency of meetings	B ;					
			Very		Encourant	Traffic au cont	No	١
			Freque	nt.	Frequent	Infrequent	Indicati	10)
						<u> </u>	<u> </u>	



Types of Ac	civilles:				
Meet with TATs Develop proposal or work itatement Needs assessment Develop diagnostic/prescriptive pproach dentify objectives Sather data Complete PPP	6	Inservice Budget	n	nation	
Implementation Pl	nase				, :
 Rating of He UTF member 		Very	Not Helpful Hel	No pful Indicatio	on
	Readir Teach Parent Others	istrators ng specialis ers	at .	x	
• Frequency of	f Meetings				
		Very Frequent	Frequent	Infrequent	No Indication
		L	L		1



• Types of Activities:

Meet with TATs/consultants	Status and reporting activities	1
Develop criteria for student	Record progress	١
selection or placement	Serve on special committees	
Student diagnosis	Review program progress	
Identify tutors	Information dissemination	
Inservice training	Evaluation	
Develop community involvement activities	No indication X	

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription	X	Supplementary materials	7 y y	
Identification of student skill levels	X	Games, manipulatives		
Teacher observation		Audio-Visual, Multimedia		
Contracts		Commercially made programs		
Individualized instruction		Student grouping	X	
Progress checklists		Special classes		
Testing	X	Skill sessions		
Review case histories		Field trips		
Staff conferences		Reading/language center		
Student/teacher conferences		Reading specialist, tutors		
•		Language experience approach		
		Basal text instruction		
		No indication		



4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of
Semester Hours
Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

Mean Number of Semester Hours Reported per Class

166

4

19

160

0

0

13

0

2

0

5	
10	
149	
,	1

Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 84% 83% Standard English 16 17 Non-Standard English Spanish French American Indian language or dialect Japanese No indication

8. Reading Approach:

Meaning emphasis 12 12 Code emphasis Linguistics 0 0 Modified alphabet Responsive environment 3 0 Programmed learning Individualized reading 4 Language experience 8 Eclectic or teacher's own 126 Other 4 No indication

Mean Number of Semester Hours Reported per Class



9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

-		_
	0	
-	0	_
<u> </u>		
L	1	
L	10	
	0	
Γ	2	
	0 2 36	
Ŀ		
	65 0 0	
	0	
	25	
	25 2	
		1



10. Classroom Evaluation Procedures:

10.	Classroom Evaluation Procedures:		
		Numb Class in Wh Proce Used	room ich
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	19	
	The teacher has formulated or selected specific objectives for each student.	19	
•	The teacher has formulated or selected specific objectives for the entire class.	19	
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	17	
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	17	
•	Performance of students is measured in terms of objectives set for each individual.	18	
•	Performance of students is measured in terms of objectives set for the entire class.	18	
•	Visible records are kept of class performance.	18	
•	Records of each student's performance are kept with respect to each objective.	18	
•	Students are kept informed of their progress.	17	
•	Students are involved in self-evaluation.	1	
•	Parents are informed of students' progress.	18	
•	No indication		

11. Total Funding for 1972-73 school year: Not clearly indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			Degree compli	shment /
		Act of the second secon	10 to 40 /2	2 2 2 2 2 2 2 2 2 2
Project Objectives	SO AND		\$ 4 / 5	
STUDENT	1			
Student Attitude	x	. [x	
Student Behavior	х		Х	
Student Reading Achievement	X		х	,
Reading-Related Skills	х		X	j
TEACHER				
Teacher Competency				
Teacher Attitude				ı
Teacher Behavior				
PARENT/COMMUNITY				
Parent/Community Involvement	х		x	
Parent Attitude				
PROGRAM				
Information Dissemination	,			
Individualization of Instruction				
Innovations				
Inservice Training				
Additional Materials, Services or Personnel				

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		/0	/ &
		A TEST	200
		/###	/ 4° 8°
	/		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
	100	13 / 2	
Major Area	A SO	Site B. Carata Site B. F. Carata Site B. Carata Sit	Pinding Saland
STUDENT			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE	DID	NOT	CLEA	RLY	STATE	FINDINGS	X

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
:	Increased emphasis on improving student achievemen
· · · · · · · · · · · · · · · · · · ·	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
-	Increased school-parent communications
<u>X</u>	More staff training
<u>x</u>	More emphasis on diagnostic-prescriptive approach
-	More emphasis on individualization of instruction
	Expand program within school/school district
X	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
Lilia a	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 1601



INDIVIDUAL SITE ASSESSMENT

	School:	1601			
	Grados:_	K-6			
. <u>s</u>	chool Characte	eristics	A	ВС	D E* F
1	. Geographic	Region			
	Minnesota	his region are: Co , Montana, Nebra consin, Wyoming	olorado, F ska, Nort	Kansas, th Dakot	Iowa, Missou a, South Dako
2	Urban-Rur	al Index			
		Urban Subur	hau	Rural	
		x Dubu.		Aurai]
	No.		<u> </u>		
3,	Student Por	oulation (Total Sch	1001)	• •	· · · · · · · · · · · · · · · · · · ·
	• Total I	Reported Enrollme	ent 359		
	• Total S	tudents in Each G	rade Lev	el	
	Grade	No. of Students	Grade	No. of S	tudents
	K	54	7		- vadonto
	1	37	8		
	2	51	9		- Name of the Control
	3	48	10		
	4	56	11		
	5	64	12		
	6	49			· · · · · · · · · · · · · · · · · · ·
	• Student	Ethnicity (Total S	Schooll		
				Percer	<u>nt</u>
•		American Indian			
		Asian		0.5	
	•	Black		67	_
		Mexican America	ın		-
		Puerto Rican			
	*	White		32	<u>.</u>
		Other			



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent							
Grade	No. 01	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other	
K	54		55				45		
1	37		75				25		
2	51		72				28		
8.13 8.13 8.13 8.13	48		83				17		
4	56		69				31		
5	64		78		1		21		
6	49		77				22		
7			1						
8									
9									
10					 -				
11						. :.			
12			1						
								-	



	•	Grado Lovel								
		(includes onle for which da			•			•		
		reported)			<u>Mean Ga</u>	dn per	Mon	<u>(),</u>	St.	Dev.
		1			(0,6			-	0.5
		2			•	1.5		4	-	1.8
		3			•	1.1				0.9
		4				1.1				0.9
		5		• •	· •	0,6				0.9
		6				2.3	· ·		****	1.9
	•	Overall Mea				1.2			·	1.4
		(means adjus	•		class s	izes)				
	C	Name of Star Test(s) Used		d	Meti	ropolita	in Re	adin	g	
	*			•		Per Walley States of the Park				
Rig	ht to	Read Teache	r Charac	eteristic	S					
						ግ			,	
•	101	al Numbor Re	ported		16 Mean		Ra	nge		
0	Age				35		22-55			
0	No.	Years Teach	ing Expe	rience	8		1-22			
9	Sex			No.	Male	F	omal.	<u>ა</u>		
	OGA	-	·	Percent	13	<u> </u>	14 87			
÷.				,	Mexica	n Puer	·fo			No
Eth	ņicit		r Ind Asi	an Black					Other	Indica
		No. Percent	7	$\frac{2}{12}$				13 81		ļ
			Λ or BS	MA or	MS	PhD	Otl		No Inc	lication
De	gree	No.	10	5						
				Huma			_	, , 4	^	No
	ea of gree	No. 14		Sci itie:	s Art	s Phy	78 SC	M	th O	her c
(, -	Re	ead Rea	•	Bilingual			-		No
Y _ 1.	77241		ec Tea	acher	Spec	Subje	ct	Othe	er In	dicatio
JOE	Titl	£	er City	<u>Urban</u>	Suburb	1 14 Ru	l ral	No	 Indica	tion
'n.	siden	tial No.	l	9	4	2	1141	1,40	inarca	
Ind										



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-2 3 4 3 ment In-service 6 6 2 ¥-1 1 Training Reading 6 2 5 3 Specialist Instructional 11 4 1 Materials

• Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No; oi Teachers;
Yes	12
Yes, if changes are made	.1
Questionable	
No. 1 No.	
No Response	2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher Other	No Title Indicated
	x			



e. <u>e</u> lle	ectiveness of Right	To Read Ma				
•	Program Planni (PPP)	ng Procedure	Very Usei		Not Useful	No Indication
	(A document with parent involvem needs and object materials, and pon redirection of the contraction of the c	ent, identific tives, identifi rogram organ	ation and pleation of balance	rioritizing asic readir Also suppl	of stude ig appro ed infor	s ent aches, rmation
Vays in w	hich PPP was used	l in program:				
Structurin and Plann	ng Identification in Student/Teach		ntification Objectives		Ongoi: Eval.	ng No Indication
						*
	Status and Report	rting Center		Not eful Usefu	No 1 Indic:	ation
	(A document with ment during plan schools and Righ	ning of activi	ng the scho ties, and li	aison with		
Ways in w	hich S and RC was	used:	• · · · · · · · · · · · · · · · · · · ·			
Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program	Progress	Reference Source	
	Information No Dissemination Ind	· ·				
1944 15 T		v				



F. Technical Assistant Utilization

• Rating	of Helpfulness:		Not No
		Helpful Helpful	Helpful Indication
		X	
		معادي والمستحدد المستحدد والمستحدد	حاجم والمحاجب والمحاجب والمحاجب والمحاجب والمحاجب

Technical Assistant Activities:

1,	Program planning	11. Identify alternate approaches	
2.	Program implementation	12. Develop team teaching	
3,	Interpret Right to Read planning materials	13. Observe classes	
4.	Work on the Unit Task Force	14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal	15. Recommend consultants	
6.	Develop or identify curriculum materials	16. Budget planning 17. Evaluation	Y.
7,	Needs assessment	18. Liaison with Right to Read, Washington, D. C.	
8. 9.	Diagnosis/prescription Identify objectives	19. Plan for 1973-74 program	
10.	Staff development	20. No indication of activity	



G. Parent Involvement

	• Extent of Involvement	High	Medium	Low	No Indicati	on
					X	
	• Activities:					J
1.	Unit Task Force	9. <u>R</u>	eading is	Fundam	ental	
2.	Program planning		TA, open	3.5		
3.	Program implementation	tr	aditional	meeting	S	
4,	Develop materials	11. Su	ipplement	ary activ	vities	
5.	Purchase/repair materials	12. Co	ommunity	relation	78	
6.	Aides, tutors, volunteers	13. In:	formation	dissem	ination	
7,	Advisory council	14. No	indicatio	n		x
8.	Workshops, conferences					

267

H. Teacher Aides

Per	centage of	Teachers Reporting Aides	
•	Worked	in classrooms	82%
•	Were pa	aid	65%
•	Were:	Parent	18%
		Student teacher	6%
		Community organization member	
		High school student	
		Other	71%
•	Average per sem	number of hours aides worked nester	614
•	Types o	f Activities Performed:	
	Tutoring	g students	χ.
	Marking	tests	x
	Distribu	iting materials	X
	Working	in small and large groups	x
	Prepari	ng materiais	х
	Liaison	with parents and other outside personnel	х
	Bus mo	nitoring	
	Supervi class	sing recreational activities in or outside	х
	Classro	om maintenance	X
	Supervi	sing field trips	Х
	Other _		х

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	5	2	2



I. Program Characteristics

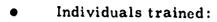
1. <u>Inservice Training:</u>

Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

X

X



Reading specialist/teacher

Classroom teachers

Other staff

Paraprofessionals

Parents

No indication

• Training areas

Learning theory Instructional approach Student background and self Instructional materials concept Teaching techniques Language development Classroom organization and Motor and perceptual skills management Right to Read Program X Evaluation Diagnostic/prescriptive No indication x approach



Group or individual meetings, seminars, workshops, conferences School visitations, demonstration teaching, classroom observations University courses Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Indication X	
School visitations, demonstration teaching, classroom observations University courses Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Not No Helpful Helpful Indication	•
University courses Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Indication	x
Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Indica	
Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Indica	
No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Not Helpful Helpful Indica	
Planning Phase Rating of helpfulness: Very Not No Helpful Helpful Indica	
Rating of helpfulness: Very Not No Helpful Helpful Indica:	
Rating of helpfulness: Very Not No Helpful Helpful Indica:	
Helpful Helpful Indica	
	tion
• UTF Members:	
en e	******
Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	
• Frequency of meetings:	
	No Indication



Meet with TATs			Develop	materials		
Develop proposal	l or work			e training		
tatement		X	Budget			
Veeds assessme	nt			ion dissemi	nation	
Dévelop diagnost ipproach	ic/prescriptive		Develop	,		
dentify objective	:8		Evaluation	on		
Sather data			No indica	ation		
Complete PPP						
		ll				
Imr	olementation Phas	36				
<u> </u>		<u></u>				
	Destruction of IV.1	•				
tion of the second seco	Rating of Helps	luiness:				
		•	Very	Not		
			Helpiul	Helpful Hel	pful Indicatio	n
					x	, i

•	UTF members	:				
		Consul	Itants			
			istrators			
					X	
			ng speciali	st	X	
		Teach	ers		X	
		Parent	s		X	
		Others	1			·
		No ind	ication			
•	Frequency of M	deetings	•			
•			Very			Ma
			Frequent	Frequent	Infrequent	No Indication
. . 						x
			L		<u> </u>	J ^
			-			4 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)

Types of Activities:

Types of Activities: Meet with TATs/consultants Status and reporting activities Develop criteria for student Record progress selection or placement Serve on special committees Student diagnosis Review program progress Identify tutors Information dissemination Inservice training Evaluation Develop community involvement No indication activities Components of Diagnostic/Prescriptive Approach: 3. Individualized prescription Supplementary materials Identification of student skill levels Games, manipulatives Teacher observation Audio-Visual, Multimedia Contracts Commercially made programs Individualized instruction Student grouping Progress checklists Special classes Testing Skill sessions Review case histories inen



Staff conferences

Student/teacher conferences

Field trips

No indication

Reading/language center

Basal text instruction

Reading specialist, tutors

Language experience approach

4. Program Location;*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other

6. Student Organization:

Individualized reading instruction

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

Mean Number of Semester Hours Reported per Class

185	
135	
44	
	1

Mean Number of Semester Hours Reported per Class

_	
L	383
Γ	
L	0
	64
	18
	33
	364
	48
_	

Mean Number of Semester Hours Reported per Class

•	
	82
	93
	109
Ţ	

Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 17

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking Language)

100%

100%

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

0
3
0
0
0
2
3
2
333
0



9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

	_
3	
55	-
9	_
9	
3	_
4	_
26	
212	
0	
3	
137]
1	
	Ì

10.	Classroom Evaluation Procedures:	,	
		Class in Wh	edure
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	15	
•	The teacher has formulated or selected specific objectives for each student.	12	
•	The teacher has formulated or selected specific objectives for the entire class.	13	
. :	The teacher has developed or identified an instrument for measuring attitudes toward reading.	9	
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7	
•	Performance of students is measured in terms of objectives set for each individual.	15	
• .	Performance of students is measured in terms of objectives set for the entire class.	7	
•	Visible records are kept of class performance.	14	
•	Records of each student's performance are kept with respect to each objective.	9	
• .	Students are kept informed of their progress.	15	
•	Students are involved in self-evaluation.	13	
•,	Parents are informed of students' progress.	15	
•	No indication		

11. Total Funding for 1972-73 school year: \$40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

					gre	ishment
	Si A A		2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Acco	See /	
Project Objectives		K7 /43	4 /20	40 50	χ ^ο /2	\$0/
STUDENT	1	1-	[f	-{
Student Attitude	x	$ \mathbf{x} $				
Student Behavior	x		x	-	-	
Student Reading Achievement	Х	X		 	┼	1
Reading-Related Skills	х		х	 	 	
TEACHER					 	1
Teacher Competency	x	x				
Teacher Attitude						1
Teacher Behavior					-	
PARENT/COMMUNITY		3 1			- (225)	
Parent/Community Involvement	x		•	•	x	
Parent Attitude					^	
PROGRAM						. *
Information Dissemination	x	x		: 1		
Individualization of Instruction						
Innovations					_	
Inservice Training					\dashv	
Additional Materials, Services or Personnel		-+		++		

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

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	10.00	Sar Fed Finding	7 /3 8	<i>§</i> /
Major Area	134	Sir Real Prints	Propose Worked Findings	To Not Not Not Not Not Not Not Not Not No
STUDENT				
Reading Achievement	х			
Reading-Related Skills	Х		e de la servición. A planta de la composição	
Social Skills	X			
Attitude	x		1.7	
TEACHER				
Competency	х			
Attitude			X	
Teacher-Student Relations			Х	
Teacher-Staff Relations			Х	
PARENT/COMMUNITY				
Support			X	
Involvement			X	
				· ·
PROGRAM				- 556
Success of Inservice Training			X	
Program Flexibility		_	X	
Heipfulness of Technical Assistance			_X	
Significant Changes in Reading Approach			X	
Individualization of Instruction		 	X	
Value of Assistance from Aides/Volunteers			· ·	
				4

SITE	DID	NOT	CLE	ARLY	STATE	FINDINGS	

[&]quot;Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
***********	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
<u>X</u>	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 1701



INDIVIDUAL SITE ASSESSMENT

		School:	1701								
		Grades:	K-6								
					•						
Α.	Sch	ool Characte	ristics			_					
	1.	Geographic	Region	<u> </u>	B C D E* F						
		Minnesota,	nis region are: (Montana, Nebr consin, Wyomin	raska, Nort	ansas, Iowa, Mic h Dakota, South I	ssouri, Dakota,					
	2.	Urban-Rural Index									
			Urban Sub	urban	Rural X						
	3.	Student Pop	ulation (Total S	chool)							
			eported Enrollr								
			tudents in Each								
		Grade	No. of Students	Grade	No. of Students						
		K	24	. 7							
		1	26	. 8							
		2	21	. 9							
		3	31	. 10							
		4	27	. 11							
		5	19	12	***************************************						
		6	27	Spec Ed. Spec Ed.							
		• Student	Ethnicity (Tota		Percent						
			American India	n	0.5						
,			Asian			•					
			Black		34						
		•	Mexican Ameri	can	0.5						
			Puerto Rican								
			White		,						
			Other		65						



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	-	Percent								
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other			
К	24		38				62				
1	26		19				81				
2	21	5	33				62				
3	31		55				45				
4	27		30				70				
5	19		5				95				
6	27		37				63				
7											
8											
9							·				
10								 			
11											
12											
Spec Ec	1 7		43	14			43				
Spec Ec	2 11		46				54				
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	Ind	ex						,					•						



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included . Excellent Good Adequate Poor Very Poor in Program Parent Involve-2 3 4 1 ment In-service 2 7 1 Training Reading 1 2 3 Specialist 4 Instructional 4 3 3 Materials

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	7
	Yes, if changes are made	1
	Questionable	2
	No	
	No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
·	7.				



E. Ef	fecti	veness of R	ight	To Read	i Mate	erials						
•	F	rogram Pl					Very Usefi		Jseful	Not Useful	No Indi	cation
	(PPP)							x			
•	n n o	document arent involueds and of naterials, and naterials, and naterials, and naterials.	vem bject nd pr on o	ent, ider lives, ider rogram of f existin	itifica entific organi g resc	ition a cation zation	nd prof bases.	iori sic Lso	itizing readin suppli	of stude g appro ed infor	nt ache: mati	on
Vays in v	which	PPP was	used	in prog	ram:						•	
Structuri and Plan		Identificat Student/Te				ntificat Objecti				Ongoi: Eval,		o dication
х												
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Vays in v	which	S and RC	was	used:								
		lent/Teachd ds Assessn		Task Assignn	nents	Disp Prog	la _y ram	P1:0	gress	Referen Source	nce	
x												
		ormation semination	No Ind									
		x										



F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
		Х		

• Technical Assistant Activities:

1.	Program planning	X	11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read		13. Observe classes	
4.	planning materials Work on the Unit Task Force		14. Advise on parental involvement	
•		X		-
5.	Develop Work Statement/ Proposal		15. Recommend consultants	-
6.	Develop or identify		16. Budget planning	
	curriculum materials		17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription	H	19. Plan for 1973-74 program	
9.	Identify objectives		20. No indication of activity	
r.	Chaff days laws and	lxl		



G. Parent Involvement

Workshops, conferences

	• Extent of Involvement	•	High	Medium	Low	No Indication	_
	mvorvemenv					x	
	• Activities:						
1.	Unit Task Force		9. <u>R</u>	leading is	Funda	mental	
2.	Program planning			TA, open			
3.	Program implementation			upplement		Ĭ	
4.	Develop materials			Community	-		
5.	Purchase/repair materials			nformatio		Ī	
6.	Aides, tutors, volunteers			lo indicati			x
7,	Advisory council		• • •	. o illuicuti		٤	



8.

H. Teacher Aides

Perc	entage of	Teachers Reporting Aides		
•	Worked i	n classrooms		83%
•	Were pai	d *		58%
•	Were:	Parent		17%
		Student teacher	,	25%
		Community organization member		33%
		High school student		17%
		Other	ļ.	42%
•	Average per seme	number of hours aides worked	The second second second	151
٥	Types of	Activities Performed:	1	.
	Tutoring	students	,	X.
	Marking	tests		x
	Distribu	ting materials		X
	Working	in small and large groups		X
	Preparir	ng materials		X
	Liaison	with parents and other outside personnel		
	Bus mon	itoring		
	Supervis class	ing recreational activities in or outside		x
	Classro	om maintenance		X
	Supervis	ing field trips		
	Other _			

 Teacher rating of aides¹ effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffoctive	Very Ineffective
5	5		



I. Program Characteristics

1. Inservice Training:

• Individuals respon	sible for training:	1
Project of Reading	l Assistant Team (TAT) members lirector specialist in teacher	X
• Individuals trained	d:	
Classroo Other sta	essionals	х
• Training areas		
Learning theory Student background and self concept Language development Motor and perceptual skills Right to Read Program Diagnostic/prescriptive approach	Instructional approach Instructional materials Teaching techniques Classroom organization and management Evaluation No indication	X



•	Training Methods:				
	Group or individual m	neetings, sen	ninars, work	shops,	x
	School visitations, de observations	monstration	teaching, cl	assroom	
	University courses				
	Video taping, audio-v	isuals, mult	i-media		
	No indication	•	•	•	
Uni	t Task Force Activities				
Pla	nning Phase				
•	Rating of helpfulness:			Not No Helpful Indi	cation
•	UTF Members:				
		Consultant	a		
		Administr	-		\mathbf{x}
		Reading sp			
		Teachers			x
		Parents			X
		Others			
		No indicate	ion		
•	Frequency of meeting	ge;			
	·	Very Frequent	Frequent	Infrequent	No Indication
		**]	I	



2.

Meet with TATs Develop proposal or work statement Needs assessment Develop diagnostic/prescriptive			training on dissemin	nation		
approach Identify objectives Gather data Complete PPP	Develop tests Evaluation No indication			X		
Implementation Pha	<u>se</u>					
• UTF members	3:	Very Helpful H	Not lelpful Hel	No pful Indicati X	On	
	Readir Teach Parent Others	istrators ng specialis ers ts	i	X X		
• Frequency of	Meetings	: Very Frequent	Frequent	Infrequent X	No Indication	

Types of Activities:



•	Types	of	Activities:	
---	-------	----	-------------	--

Meet with TATs/consultants		Status and reporting activities	
Develop criteria for student		Record progress	
selection or placement		Serve on special committees	
Student diagnosis	 	Review program progress	x
Identify tutors		Information dissemination	
Inservice training		Evaluation	
Develop community involvement activities		No indication	
3. Components of Diagnostic/P Individualized prescription	X	Supplementary materials	
Identification of student skill levels		Games, manipulatives	X
Teacher observation		Audio-Visual, Multimedia	X
Contracts		Commercially made programs	X
Individualized instruction	x	Student grouping	X
Progress checklists		Special classes	
Testing	X	Skill sessions	X
Review case histories		Field trips	
Staff conferences	L	Reading/language center	
Student/teacher conferences		Reading specialist, tutors	X
		Language experience approach	
		Basal text instruction	\mathbf{x}



No indication

4. Program Locationi*

Mean Number of Semester Hours Reported per Class

> 97 91 2

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher -- multi-subjects 240 Reading specialist (responsible for more than one class) 32 Team teachers 183 Students doing cross-age teaching 14 Tutor-specialist 6 Tutor-aide 51 Other 19 No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

> 58 38 62



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 12

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% Standard English 100% Non-Standard English Spanish American Indian language or dialect Japanese No indication

Reading Approach: 8.

French

Meaning emphasis Code emphasis Linguistics Modified alphabet Responsive environment Programmed learning Individualized readir : Language experience Eclectic or teacher's own Other No indication

Mean Number of Semester Hours Reported per Class

	٢
37	
20	
13	
10	
31	
21	
57	
16	
25 8	
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9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

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10.	Classroom Evaluation Procedures:	
		Number of Classrooms
er en		in Which
e to the second		Procedure Used
And the second second		0.00
• •	Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
•	The teacher has formulated or selected specific objectives for each student.	
	The teacher has formulated or selected specific objectives for the entire class.	9
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
• .	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	9
•	Performance of students is measured in terms of objectives set for each individual.	10
•	Performance of students is measured in 'terms of objectives set for the entire class.	8
•	Visible records are kept of class performance.	8
•	Records of each student's performance are kept with respect to each objective.	10
• ,	Students are kept informed of their progress.	11
•	Students are involved in self-evaluation.	9
•	Parents are informed of students' progress.	12
•	No indication	



11.

Total Funding for 1972-73 school year: \$30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			<i></i>	The second	gree mpli	hment
Project Objectives	San is	Triente de la constitución de la	A Se	Acco	100 /N	00/20/20/20/20/20/20/20/20/20/20/20/20/2
STUDENT			1			
Student Attitude	X	X				
Student Behavior	х	х		1 1 1 1		
Student Reading Achievement	X		X			
Reading-Related Skills	х	X				
TEACHER						
Teacher Competency	x				$ _{\mathbf{x}} $	
Teacher Attitude	x	X				
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement	x	x				
Parent Attitude	x	х				
PROGRAM						
Information Dissemination						
Individualization of Instruction	х		х			
Innovations			7			
Inservice Training		- P - 25	F:			
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

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Major Area	S. W. S.	A Sign		er'
STUDENT				
Reading Achievement	x			
Reading-Related Skills			x	
Social Skills				
Attitude	Х			
TEACHER				
Competency	x			
Attitude			х	
Teacher-Student Relations			х	1
Teacher-Staff Relations			x	
PARENT/COMMUNITY		-		:
Support	x			
Involvement	X			. .
PROGRAM			1	
				:
Success of Inservice Training	X		 	
Program Flexibility	x			
Helpfulness of Technical Assistance		 ,	X	
Significant Changes in Reading Approach			x	
Individualization of Instruction			x	
Value of Assistance from Aides/Volunteers			Y	

SI	TE DI	ON C	r cle	ARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

More emphasis on reading-related skills

	More emphasis on reading-related skills
	Increased emphasis on improving student achievemen
	Increased emphasis on improving student attitude
·	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
_	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
-	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS



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NATIONAL INSTITUTE OF
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DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
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evaluation of school-based right to read sites

volume III individual site assessments, part 2

OCTOBER 1973

PREPARED FOR: U.S. OFFICE OF EDUCATION WASHINGTON, D.C.





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3302	521
3306	541
3402	561
3801	581
	· ·



INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRi's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.



School: 1801



INDIVIDUAL SITE ASSESSMENT

		School	1801					
		Grades:		1-8				
۸.	Sch	iool Characto	ristics					
	1.	Geographic	Region		L.	B C,	D F	E
		*States in the Kentucky, Carolina,	Louisiana	i, Missi	abama, F ssippi, N	lorida, orth Ca	Georg rolina,	ia, Sou
	2,	Urban-Rura	l Index					
			Urban	Subur	ban	Rural X]	
	3.	Student Pop	ulation (I	otal Sch				
			eported I				-	
				1	rade Lev	el		
		Grade	No. of St		Grade		Studen	
		K	110.0101	adents	7			18
		1	56		8	63		
		2	57		9	<u>V</u>	·	
		3	66		10			
		4	57		11			
		5	54		12	******	· · · · · · · · · · · · · · · · · · ·	 ' .
		6	60					
		• Student	Ethnicity	(Total	School)			
			A			Perce	ent	
			America	n indian				
		·	Asian					
			Black	. A				
			Mexican		an			
			Puerto R White	ıcan		100		
			Other			100		
		*	Other.					



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			P	ercent			
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	56						100	
2	57						100	
3	66						100	
4	57	*					100	
5	54						100	
6	60						100	
7	64						100	
8	63						100	
9								
10								
11								
12								
			1					
				 	1 1 1			



	Q	Grade Level (includes only levels		
		for which data wore		
		reported)	Mean Gain per Month	St. Dev.
		7 8	1.0 0.9	1,5
		2	1, 1	1.5
		3	0.6	0.6
		4		0.6
		5	0. 7	0.8
			0, 3	1.1
			0.8	1.3
	O	Overall Mean Gain for (means adjusted for di	School 0.8	1.1
	c	Name of Standardized		
		Tost(s) Used	CAT	
			and beautiful common as along an accompagnition and	
R	ight to	Read Teacher Charact	mieties	
-			CHARLES	
0	Tot	al Number Reported	[17]	
	A ecc		Mean Rang	<u>ge</u>
•	Ago		37 22-52	
•	1/01	Years Teaching Export	to a cate of the same and the s	
•	Sex		No. Male Fomale	
			$\begin{array}{c c} \text{No.} & - & 17 \\ \text{ercent} & - & 100 \end{array}$	
· Et	hnicit	y Amr Ind Asia	Mexican Puerto n Black Amer Rican Whi	No to Other Indicatio
		No. T		
:		Percent 6	94	
•		The state of the s	MA or MS PhD Other	No Indication
De	egree	No. 10	7	
		191 1	Human- Fine	No Ji
	rea of egree	No. 17	i ities Arts Phys Sci	Math Other cati
	.	Read Read	ing Bilingual Multi	No
		Spec Teac		ther Indication
	b Titl		13 2	
Jo		Inner City 1	Jrban Suburban Rural N	o Indication
	* 4			
Re	sident dex	lial No.	17	

: 40 : 10 : 10 : 10 : 10 : 10 : 10 : 10			Effecti	vonesi	<u>.</u>	tion or Not Included
	Excellent	Clood	Adequate	Poor	Very Poor	in Program
Parent Involve- cent		5	5	4		3
n-service 'raining	2	11	2			2
loading pecialist	4	11				2
nstructiona) faterials	4	11				
Teacl	ner Preferc n in Right T	nce R	d Frogram	ontinu next y	ing to year;	No: of Teachers:
			Yes			17
			all energy and a contract of	And the second	are made	
			Questiona No	pie		
			No Respo	nse		
			ctor			



E. Eilec	tiveness of Right T Program Planning			Very Useful	Useful	Not Useful	No Indication
	(PPP)			X			
	A document with c parent involvemen needs and objectiv materials, and prop on redirection of e	t, identi es, iden gram or	ification a htification ganization	nd pric of basi is. Al	ritizing c readin so suppli	of stude g appro- ed infor	nt aches, mation
tructuring	ch PPP was used in Identification of g Student/Teacher		Identifica		isting riorities	Ongoin Eval,	ig No Indicatio
X							
	Status and Reporting (S and RC) (A document with climent during planning schools and Right to	harts gu	iding the	X school nd liais	in comm	unity in	volve -
ays in whi	ch S and RC was us	ed:					
Program Sto Planning No	udent/Teacher T eds Assessment A	ask ssignme	Disp ints Prog	lay ram Pi	ogress	Referen Source	(Ce
X							
orecast In utcomes D	formation No	ation					



F. Technical Assistant Utilization

•	Rating of Helpfulness:		Helpful	Not Helpful	No Indication
•		х			·

• Technical Assistant Activities;

UT#11			<u> </u>
1.	Program planning	X	11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3,	Interpret Right to Read		13. Observe classes
4.	planning materials Work on the Unit Task Force	x	14. Advise on parental involvement
5.	Develop Work Statement/ Proposal		15. Recommend consultants
6.	Develop or identify	П	16. Budget planning
	curriculum materials	\vdash	17. Evaluation
7.	Needs assessment		18. Liaison with Right to Read, Washington, D. C.
8.	Diagnosis/prescription		19. Plan for 1973-74 program
9.	Identify objectives	X	20. No indication of activity
10.	Staff development		Lo. 110 marcarion of activity



G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication

X

X

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

^	١.	•	ding			•			•
ч		N AS	A160	10	11 11 20	A 0 1	~~ ~ ~		
•		7/00	AIII E	10	r un	uai	1161	ιιa	٠.
	•				Adam's and				

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

X



H. Teacher Aides

Per	centage of Teachers Reporting Aides	P144-0-0-0-0
•	Worked in classrooms	939
•	Were paid	809
•	Were: Parent	809
	Student teacher	139
	Community organization member	
	High school student	
	Other	409
•	Average number of hours aides worked per semester	353
● ,	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	x
	Classroom maintenance	X
•	Supervising field trips	x
	Other	

 Teacher rating of aides[†] effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
12	2		1



I. Program Characteristics

1. Inservice Training:

Individuals responsible for training:

Consultants

Technical Assistant Team (TAT) members

Project director

Reading specialist

Classroom teacher

Individuals trained:

No indication

Reading specialist/teacher

Classroom teachers

Other staff

Paraprofessionals

Parents

No indication

• Training areas:

Learning theory

Student background and self concept

Language development

Motor and perceptual skills

Right to Read Program

Diagnostic/prescriptive approach

Instructional approach

X

Classroom organization and management

Evaluation

No indication



•	Training Methods:	
	Group or individual m	eetings, seminars, workshops,
	School visitations, des	monstration teaching, classroom
	University courses	
	Video taping, audio-vi	Isuals, multi-media
	No indication	
Üni	t Task Force Activities	
Pla	nning Phase	
•	Rating of helpfulness:	Very Not No Helpful Helpful Indication
•	UTF Members:	
		Consultants
		Administrators
		Reading specialist X
		Teachers X
		Parente

Others

No indication

• Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
			x
	<u> </u>		<u> </u>



	•	Types of Activ	10169:				
Meet with Table 1 of the second of the secon	posal smen gnosti ctives	t c/prescriptive	x	Develop no inservice Budget Information Develop to Evaluation No indicate	training on disseminests	nation X	
	lmpl	ementation Phas	ie				
	•	Rating of Helpi		Very Helpful H	Not lelpful Help	No pful Indicatio	'n
				istrators g specialis ers	t	x x x	
	•	Frequency of M	deetings:	Very Frequent	Frequent	Infrequent	No Indication



• Types of Activities:

Meet with TATs/consultants Develop criteria for student selection or placement Student diagnosis Identify tutors Inservice training	Status and reporting activities Record progress Serve on special committees Review program progress Information dissemination X Evaluation
Develop community involvement activities 3. Components of Diagnostic/Pre	X No indication scriptive Approach:
Individualized prescription Identification of student skill levels	X Supplementary materials Games, manipulatives

Individualized prescription	L _X
Identification of student skill levels	
Teacher observation	لا_
Contracts	
Individualized instruction	
Progress checklists	
Testing	X
Review case histories	Ĺ
Staff conferences	
Student/teacher conferences	

Supplementary materials	
Games, manipulatives	
Audio-Visual, Multimedia	
Commercially made programs	X
Student grouping	
Special classes	X
Skill sessions	
Field trips	
Reading/language center	
Reading specialist, tutors	
Language experience approach	
Basal text instruction	
No indication	



4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialis.

Tutor-aide

Other

No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

[193
	107
	95
Ī	

Mean Number of Semester Hours Reported per Class

104	
0	
1005	_
205	
0	
115	
6	
	1
l	ł

Mean Number of Semester Hours Reported per Class

41
16
279



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 15

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% 84% 2 Non-Standard English 14

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Meaning emphasis Code emphasis Linguistics Modified alphabet Responsive environment Programmed learning Individualized reading Language experience Eclectic or teacher's own Other No indication

Mean Number of Semester Hours Reported per Class

	_
86	
43	
17	
0	
8	
36	
56	
28	
17	
3	
	1



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine - based programmed instruction	17
Other programmed instruction	39
Gaming/simulation	4
Instructional TV	9
Interactive media	39
Intensive involvement	0
Discussion groups	33
Demonstration-performance	89
Lecture	7
Contracts	1
Use of supplementary materials	69
Other	5
No indication	



10. Classroom Evaluation Procedures: Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or all students to determine individual reading needs. 15 The teacher has formulated or selected specific objectives for each student. 14 The teacher has formulated or selected specific objectives for the entire class. 14 The teacher has developed or identified an 4 instrument for measuring attitudes toward reading. The teacher has developed or identified an instrument for measuring attitudes toward 4 reading for the entire class. Performance of students is measured in 10 terms of objectives set for each individual. Performance of students is measured in terms of objectives set for the entire class. 10 Visible records are kept of class performance. 14 Records of each student's performance are kept 6 with respect to each objective. Students are kept informed of their progress. 15 Students are involved in self-evaluation. 12 Parents are informed of students' progress. 14 No indication

11. Total Funding for 1972-73 school year: \$50,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			Degree of Accomplishment			
				0/	0/	0/0/
	So Marie	THE STATE OF THE PERSON OF THE	S. C. S.	To the party of		0 0 0 0 0 0 0 0 0 0
Project Objectives	S. W.			4 /5°	\$ [*] /\$	·/
STUDENT						
Student Attitude	X	X				
Student Behavior	X	x	1, 1			
Student Reading Achievement	X				x	
Reading-Related Skills						
TEACHER						
Teacher Competency	x	X				
Teacher Attitude						
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement	x		x			
Parent Attitude						
PROGRAM						
Information Dissemination						Barrier State
Individualization of Instruction						
Innovations						
Inservice Training		s (8.5 C.)				
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		,		
		Sarie of Francisco	Production of the party of the	
	A A		A 10 10 10 10 10 10 10 10 10 10 10 10 10	TO TO THE POST OF
Major Area	JE A	1 5 3	12 A C.	5et/
STUDENT Reading Achievement		x		
Reading-Related Skills			X	1
Social Skills				1
Attitude	x			
TEACHER			1	
Competency	$\perp_{\mathbf{x}}$			
Attitude			X	1
Teacher-Student Relations			X	
Teacher-Staff Relations			X	1
PARENT/COMMUNITY				
Support	$\perp_{\mathbf{x}}$			
Involvement			X	†
PROGRAM			-	
Success of Inservice Training				
Program Flexibility	X	<u> </u>	 	
Helpfulness of Technical Assistance	- 			1
Significant Changes in Reading Approach			X	
Individualization of Instruction			X	
Value of Assistance from Aides/Volunteers	x		X	

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

More emphasis on reading-related skills Increased emphasis on improving student achievement
Increased emphasis on improving student attitude
More remedial help
Increased effort to involve parents/community
Increased school-parent communications
More staff training
More emphasis on diagnostic-prescriptive approach
More emphasis on individualization of instruction
Expand program within school/school district
More materials/equipment/personnel
increased emphasis on improving teacher competency
increased emphasis on improving teacher attitude
improved evaluation techniques
Re-definition of needs
improved communication with HEW
Continued funding



School: 2101



INDIVIOUAL SITE ASSESSMENT

	School]:	2101		* 1	
	Grado	s:	K-6	···		
Sch	col Char	acto	ristics	Λ	B* C D Is	F
1.	Geogra	phic	Region		XI	
	*States Maryla Virgin	ind,	is region are; I Michigan, Ohio,	D.C., Dela Pennsylva	ware, Illinois nia, V≀rginia	, Indiana, , West
2.	Urban-	Rura	l Index			
			Jrban Subi	urban	Rural	
3.	Student	Pop	ulation (Total Se	chool)		
	• To	tal R	eported Enrollr	nent 968		
			udents in Each		ol	
	Gra	ade	No. of Students	Grade	No. of Studen	its
	ŀ	<	144	7		
]	ì	145	8		
	2	2	145	9		/** ***
	3	3	145	10		
	4	Į	117	11		
	5	5	117	12 *		
	6	5	117	Spec Ed.	38	
	• Stu	dent	Ethnicity (Total	School)		
					Percent	
•			American India:	n	1	
			Asian			
			Black			
			Moxican Ameri	can		
			Puerto Rican			
			White		98	
			Other			



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent									
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other			
К	144						100				
1	145						100				
2	145				1		99				
3	145						100				
4	117						100				
5	117						100				
6	117						100				
7					1						
8											
9											
10				<u> </u>							
11		1									
12											
Spec E	d 38						100				
			T \								
					·						



3,	្រំ (ខេច (ខេច	ding Ga Vol. II	ins for l, V, A	1972-7 for det	3 Scho nilod	ol Year* report)			
	•	Grade (include for white reporte	es only ch data	lovels were		Mean C	iain per l	Month	St. Dev.
			1						
•			2	,	*				SERVICE PROPERTY AND ADDRESS OF
		•	3				0.8	-	**************************************
	•		4			bennetee	0.7	·	0.6
	•		5			-	0.8		
			6			*********	0.9	, d	0.7
	_	Cusus	1.32	7.	~ .	•			
	9		l Mean (adjusto			ol g class	0.8 sizes)	· ·	0.7
	0	Name o	of Standa			·ITB	-		•••
	• .	Test(s)	Used				<u></u>	****	
•	Age	al Numb Years T	_	(Ехреі	rience No Percer	t 5	22 1- e For 22 95	nale	
Eth	nicity	, No.	Amr I	aiaA br	n Blac	k Amer	an Puert Ricai		No Other Indication
		Percent			34			60	6
	•		ВА	or BS	МΛо	r MS	PhD	Other N	No Indication
De	gree	No.	19		3				
Δ **.	ea of		Educ	Soc So		nan- Fir		. C M.	No Ir
	gree	No.		300 30	111	os Ar	ts Phys	SC1 Ma	th Other cati
			Read	Rea	ding	Bilingua	l Multi	· · · · · · · · · · · · · · · · · · ·	No
	. maaa	e No.	Spec	Tea	che,	Spec	Subjec	t Othe	r Indication
4.1		2 1101		<u> </u>	Urban	Suburt	an Rur		ndication
Jol			7				1-1 PA 14 19 19	ni NA b	
	sident	ial No.	Inner 4	City	6	13		1107	nuication



	her Attitud es indicate	No Indica- tion or Not				
	Excellent	Good	-	venoss Poor	Very Poor	Included in Program
Parent Involve- ment		3	4			15
In-service Training	6	5	4			8
Roading Specialist	2	4	4		3	10
Instructional Materials	2	3	4	3		11

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	and the state of t	14
	Yes, if changes are made	4
	Questionable	2
	No	
•	No Response	3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
				X	



•			lanning Proc	edur		Very Usefu	1 U	seful	Not Useful	No Indica	tion
	•	PPP)								X	
ays in wi	n n o	arent involeeds and onaterials, an redirecti	with charts vement, ide bjectives, ide nd program on of existing used in program	ntific lentif organ ng re	cation as ication nization sources	nd pri of bas s. A	lorii sici lso	izing readin suppli	of stude g appro ed infor	nt aches, ination	1
tructuring nd Planni		Identificat Student/T	ion of eacher Need	Ide s of	entificat Objecti	ion l		ing rities	Ongoir Eval.		catio
X							, - , - ,				
•	(S	and RC) document	eporting Cerwith charts planning of	guidi	ing the	schoo	ful l in	X	No Indica unity in	volve -	
	80	chools and	Right to Rea	d, W	a shingto	on, D	. C.)	with	surroun	aing	
ays in wh	ich	S and RC	was used:								
rogram S lanning N	tuc	lent/Teach ds Assessn	er Task nent Assign:	ment	Displ Progr	ay ram F	Prog	ress	Referer Source	ıce	
		· · · · · · · · · · · · · · · · · · ·									
orecast lutcomes			No Indication				·				
	_		x								



F.	Technical Assistant	Utilization

	• Rating of Helpfuln	iess:	Very Helpful	Helpful	Not Helpful	No Indication	on	
						X		
	• Technical Assista	int Ac	ctivities	:			,	
1.	Program planning	X	11. Ic	dentify a Le	rnate app	roaches	×	
2,	Program implementation		12. D	evelop tear	m teachin	g		
3.	Interpret Right to Read planning materials		13. 0	bserve cla	8868	•		
4,	Work on the Unit Task Force		14. Advise on parental involvement					
5.	Develop Work Statement/ Proposal		15. R	ecommend	consultar	its		
6.	Develop or identify		16. B	udget planr	ing			
	curriculum materials		17. E	valuation				
7.	Needs assessment		18. Li	aison with	Right to	Read,		
8.	Diagnosis/prescription			ashington,				
9.	Identify objectives		19. P	lan for 197	3-74 prog	ram		
10.	Staff development	X	20. No	indication	of activi	ty		



175																			
O					•	-					•			•					
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	•	e			•	•	٠	v		 - 4		v	u		 c	11	LE	11	L

- Extent of Involvement
- High Medium Low No Indication
- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	Reading	is	Fundamental

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms Were paid 9% Weres Parent 4% Student teacher Community organization member High school student Other 4% Average number of hours aides worked 450 per semester Types of Activities Performed: Tutoring students X. X Marking tests X Distributing materials Working in small and large groups X X Preparing materials Liaison with parents and other outside personnel X Bus monitoring Supervising recreational activities in or outside class X X Classroom maintenance Supervising field trips X Other

Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	1		



Program Characteristics ı.

1.

I. Inservice I raining:	•	
• Individuals response	onsible for training:	
Project Reading	cal Assistant Team (TAT) members director specialist com teacher	x x x
 Individuals train 	ed:	-
Classro Other s	ofessionals s	x
• Training areas		•
Learning theory Student background and self concept Language development Motor and perceptual skills Right to Read Program Diagnostic/prescriptive approach	Instructional approach Instructional materials Teaching techniques Classroom organization and management X Evaluation No indication	X X X



•	Training	Methodas
_		**********

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

2. Unit Task Force Activities

Planning Phase

• Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			х

• UTF Members:

Consultants	
Administrators	х
Reading specialist	
Teachers	x
Parents	x
Others	
No indication	

Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			x

Meet with TATs Develop proposal or work statement Needs assessment Develop diagnostic/prescriptive approach Identify objectives Gather data Complete PPP Implementation Phase Rating of Helpfulness: Very Helpful Helpful Helpful Indication Very Reading specialist Teachers Parents Others No indication Prequency of Meetings: Very Frequent Infrequent Infreque	•	Types of Acti	vities:					
• Rating of Helpfulness: Very Helpful Helpful Not No Helpful Helpful Indication X • UTF members: Consultants Administrators Reading specialist Teachers Parents Others No indication • Frequency of Meetings: Very The Notation	Develop proposal statement Needs assessment Develop diagnosti approach Identify objective Gather data Complete PPP	nt ic/prescriptive s		Inservice Budget Information Develop Evaluation	ce traini ition dis tests ion	ng		
Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of Meetings: Very No		Rating of Help	fulness:	Very Helpful	Helpful,	Not Helpful	Indicati	on
Frequent Frequent Infrequent Indication			Consult Admini Reading Teache Parents Others No indice	strators g speciali rs cation			x x	

Types of Activities:

Develop community involvement activities No indication

Individualized prescription Identification of student skill levels Teacher observation Contracts Individualized instruction Progress checklists Testing Review case histories	Supplementary materials X Games, manipulatives Audio-Visual, Multimedia Commercially made programs Student grouping Special classes X Skill sessions Field trips	
Staff conferences Student/teacher conferences	Field trips Reading/language center Reading specialist, tutors Language experience approach Basal text instruction No indication	X



4. Program Location:*

Mean Number of Semester Hours Reported per Class

> 92 180 26

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

___19 __16 __133

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

Mean Number of Semester Hours Reported per Class

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used)

Standard English

Non-Standard English

Spanish

French

American Indian language or dialect

Japanese

No indication

8. Reading Approach:

Meaning emphasis 50 Code emphasis 28 Linguistics 4 Modified alphabet 0 Responsive environment 9 Programmed learning 10 Individualized reading 17 Language experience 10 Eclectic or teacher's own 16 Other 0 No indication



Mean Number of Semester Hours

9. Techniques Used for Reading Instruction:

Reported per Class Machine-based programmed instruction Other programmed instruction 38 Gaming/simulation 6 Instructional TV 16 Interactive media 6 Intensive involvement 2 Discussion groups 44 Demonstration-performance 91 Lecture 47 Contracts 2 Use of supplementary materials 62 Other No indication



10.	Classroom Evaluation Procedures:	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
•	The teacher has formulated or selected specific objectives for each student.	17
•	The teacher has formulated or selected specific objectives for the entire class.	21
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	12
•	Performance of students is measured in terms of objectives set for each individual.	18
•	Performance of students is measured in terms of objectives set for the entire class.	17
•	Visible records are kept of class performance.	15
•	Records of each student's performance are kept with respect to each objective.	17
•	Students are kept informed of their progress.	20
•	Students are involved in self-evaluation.	32
•	Parents are informed of students progress.	23
•	No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

grant Marian						*· .
				Accor		shment /
	/	25.5	, ight			
Project Objectives	SA STATE OF THE PARTY OF THE PA		S Q Q	September 1	o la	Tal all all all all all all all all all
STUDENT						
Student Attitude						
Student Behavior	Х				х	•
Student Reading Achievement	х		S* . •	in Marinary of Nation	х	
Reading-Related Skills	х				Х	
TEACHER						
Teacher Competency						
Teacher Attitude		<u> </u>				
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement	x				x	
Parent Attitude	х				Х	
PROGRAM				Ì		
Information Dissemination	,					
Individualization of Instruction						
Innovations						
Inservice Training						,
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		\(\int_{\text{\ti}\\\ \text{\ti}\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\ti}\\\ \text{\text{\text{\text{\text{\text{\text{\text{\tex{\tex	/,	
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		14 5	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	/ Ded	Sire Charles Findings	Finding Series	
Major Area	S. W.	18 4	1 / 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ /
STUDENT				
Reading Achievement				
Reading-Related Skills		ļ		
Social Skills				
Attitude				
TEACHER				
Competency				
Attitude				*
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				
Involvement				
PROGRAM				
Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance		<u> </u>		
Significant Changes in Reading Approach				
Individualization of Instruction				
Value of Assistance from Aides/Volunteers				

SITE	DID NOT	CLEARLY	STATE	FINDINGS	X
					The second secon

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
**********	Increased emphasis on improving student achievement
***************************************	Increased emphasis on improving student attitude
	More remedial help
-	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
***************************************	More emphasis on individualization of instruction
	Expand program within school/school district
***************************************	More materials/equipment/personnel
******	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
***********	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS X



School: 2105



INDIVIDUAL SITE ASSESSMENT

	ocu0011 5102
	Grades: 1-6
	and the control of t The control of the co
Scl	hool Characteristics A B* C D E F
1.	Geographic Rogion A B C D E F X
	*States in this region are: D.C., Delaware, Illinois, India: Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia
2.	Urban-Rural Index
	Urban Suburban Rural
3.	Student Population (Total School)
	• Total Reported Enrollment 828
•	Total Students in Each Grade Level
	Grade No. of Students Grade No. of Students
•	K 121 7
	1 135 8
	2 125 9
	3 121 10
	4 114 11
٠	5 111 12
	6 101
	• Student Ethnicity (Total School)
	Percent
	American Indian
}	Asian1
٠	Black6_
	Mexican American
	Puerto Rican 1
	White 92
	Other

B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	de about		ercent	nt			
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K							-	
1	135		13		3	1	81	3
2	125	estable to provide a sun analysis	13				84	3
3	121		11		2		85	2
4	114		7		4		88	2
5	111		11				89	
6	101		5			***********	95	
7								
8								
9								
10				<u> </u>				
11								
12								
						1		



	3.	(800	o Vol. II, V. A for detailed report)	
		6	Grade Level ** (includes only levels for which data were reported) Mean Gain per Month	St. Dov.
		-	1	
			2	Maria manada makka
			3	-
			4	
			5	And the second of the second o
			6 . 1.0	0,8
		0	Overall Mean Gain for School 0.9	0,6
		_	(means adjusted for differing class sizes)	0,0
		c	Name of Standardized ITBS	• • • • • • • • • • • • • • • • • • •
C,	0	Tota Age	Years Teaching Experience 14 2-37 No. 1 18	
•	Éthi	picity	Moxican Puerto	No Other Indication
. .	Deg	rec	No. 18 2 PhD Other N	lo Indication
•	Are Deg		No. 17 1 1 1 Nulti	No Indi th Other cation No
•	Job	Title	e No. Spec Teacher Spec Subject Other	r Indication
		dont	Inner City Urban Suburban Rusal No T-	ndication

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-6 15 ment In-service 3 1 17 Training Reading 7 5 2 3 4 Specialist Instructional 3 10 4 4 Materials

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	7
	Yes, if changes are made	5
	Questionable	3
	No	2
	No Response	A

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	No Title Indicated
	х				



E.	File	ctivener	18 Of K	rRur	TOK	ead M	giall		_						
	•			lanning Proces			dure		Very Useful		seful	Not Usefu		No Indication	
	. *	(PPP	(PPP)								×	:			
		paren needs mater	ument t involvand of and of ialo, ar direction	vemo lect id pr	ent, id ives. lograr	dentif ident n org	icatic lficat aniza	n an Ion c tions	id prof ba	iori sic Uso	tizing readir suppli	of stu- g appr ed inf	dent roac orm	hes, ation	
ays	in w	hich PP	Pwas	used	in pr	ogran	1:								
Struc and H	turin Plann	ig Iden ing Stud	tificati ent/Te				denti f Obj					Ongo Eval		No Indi	catio
				inge, depute											X
		Status	and R	epor	ting C	Center	V e U s		Use	eful	Not Usefu	No 1 Indi	cati	on	
		(S and		•	· ·				х						
		ment d	ument luring s and l	planı	ning o	f acti	vitle	, an	id lia	aiso	n with				
Vays	in w	hich S a	nd RC	was	used:										
		Student/ Needs A			Task Assig		its F	lepl rogi	ay am	Pro	gress	Refer		Ð	
			· · · · · ·						-	·					
		Informa		No		<u> </u>									
		Dissem	ination	ina	icatio	11									



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			4	w.		7	4.	7.7			37	-	.,,,	•	π,	7				-		•		-	-	-	٠.	•	_	_		-

• Rating of Helpfulness:	Helpful	Not Helpful	No Indication
경화 (1) 경하 (1) 전 경화 (1) 전 (1) 전 (1) 전 경화 (1) 전 (1) 전 (1) 전 (1) 전 (1) 전 (1) 전 경화 (1) 전 (1)			×

• Technical Assistant Activities:

	사람들이 하는 사람이 가득 하셨다면 하셨다. 그는 사람들이 가득하는 것이 되었다.		- 14.22.14
1.	Program planning	11. Identify alternate approaches	
2.	Program implementation	12. Develop team teaching	
3.	Interpret Right to Read planning materials	13. Observe classes	
4.	Work on the Unit Task Force	14. Advise on parental involvement	
5,	Develop Work Statement/ Proposal	15. Recommend consultants	
4	Develop or identify	16. Budget planning	1.04
	curriculum materials	17. Evaluation	
7.	Needs assessment	18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription		-
9.	Identify objectives	19. Plan for 1973-74 program	-
	Ctoff donalament	20. No indication of activity	X



G. Parent Involvement

•	Extent of
	Involvement

High Medium Low No Indication

• Activities:

1.	Uni	ţΊ	ask	F.O	rce

- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	Readin	gis	Fund	amen	tal

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



H. <u>Teacher Aldes</u>

Per	centage of	Teachers Reporting Aides	
•	Worked	in classrooms	5%
•	Were pa		0
•	Were:	Parent	5%
		Student teacher	5%
		Community organization member	0
		High school student	0
		Other	0
•	Average per sem	number of hours aides worked lester	15,
•	Types o	f Activities Performed:	
	lutoring	g students	<u> </u>
	Marking	(tests	
	Distribu	iting materials	X
	Working	in small and large groups	X
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	
	Bus mor	nitoring	
	Supervi class	sing recreational activities in or outside	X
	Classro	om maintenance	LX.
	Supervi	eing field trips	
	Other		
			5 1 Kg - 45 Apr - 4 (1220)

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very	To fife a bloss	Y 66-		Very
Filective	Ellective	TUGITA	Ctive	Ineffective
1				



I. Program Characteristics

1. Inservice Training:	
	sible for training:
Project d Reading	l Assistant Team (TAT) members lirector specialist m teacher stion
Classroo Other sta	essionals
• Training areas: Learning theory Student background and self concept Language development Motor and perceptual skills Right to Read Program Diagnostic/prescriptive approach	Instructional approach Instructional materials Teaching techniques Classroom organization and management X Evaluation No indication



Group or individual meetings, seminars, workshops, conferences School visitations, demonstration teaching, classroom observation. University courses Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Helpful Indication X UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Infrequent Indication X	•	Training Methods:				•.
University courses Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Helpful Indication X UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Infrequent Indication Indication		Group or individual m	eetings, ser	ninars, wor	kshops,	x
Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Indication X UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Infrequent Indication		School visitations, des	monstration	teaching, cl	assroom	
Video taping, audio-visuals, multi-media No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Helpful Helpful Indication X UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Infrequent Indication		University courses				
No indication Unit Task Force Activities Planning Phase Rating of helpfulness: Very Not No Helpful Helpful Indication X UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Not No			suals, mult	i-media		
Planning Phase Rating of helpfulness: Very Not No Helpful Helpful Indication UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Infrequent Infrequent Indication	٠					
Rating of helpfulness: Very Not No Helpful Helpful Indication X UTF Members: Gonsultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Infrequent Indication	Unit	Task Force Activities	· ·		•	
Helpful Helpful Indication W UTF Members: Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Infrequent Indication	Pla	nning Phase				
Consultants Administrators Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Indication	•	Rating of helpfulness:	Very Help	ful Helpful	Helpful Indic	
Administrators Reading specialist Teachers Parents Others No indication Yery Frequent Frequent Infrequent Indication	•	UTF Members:				
Reading specialist Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Indication			Consultant	8		
Teachers Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Indication			Administr	ators		
Parents Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Indication			Reading sp	ecialist		
Others No indication Frequency of meetings: Very Frequent Frequent Infrequent Indication			Teachers			
No indication Frequency of meetings: Very Frequent Frequent Infrequent Indication	,		Parents			;
• Frequency of meetings: Very Frequent Frequent Infrequent Indication			Others			
Very No Frequent Infrequent Indication			No indicati	on	[X
Frequent Frequent Infrequent Indication	•	Frequency of meetings	B :			
				Frequent	Infrequent	
						T



		. These of well	AILTO 8!					
dect with	TATs			Develor	materia	als		
Develop p Italement	roposal	l or work		Inservi	ce traini			
Needs assessment Develop diagnostic/prescriptive approach				Budget	.45 61			
				Information disseminate Develop tests			on	
dentify of	bjective	s		Evaluat	ion			
Sather da	ta			No indi	cation		X	
Complete	PPP							
1	<u>Imp</u>	lementation Phas	se					
	•	Rating of Help	fulness:					
				Very Helpful	Helpful	Not Helpful	No Indication	1
							X	
						•		-
	•	UTF members	:					
			Consul	ltants				
			Admin	istrators				
			Readin	g special	list			
			Teach	ers		* ,		
			Parent	s				
			Others	,				
69 84 85	•		No ind	ication			x	

• Frequency of Meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
			X
			



• Types of Activities:

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student	Record progress
selection or placement Student diagnosis	Serve on special committees
Identify tutors	Review program progress
Inservice training	Information dissemination X
· · · · · · · · · · · · · · · · · · ·	- Evaluation
Develop community involvement activities	No indication
3. Components of Diagnostic/Pre	escriptive Approach;
Individualized prescription	X Supplementary materials
Identification of student skill levels	X Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors
	Language experience approach
	Basal text instruction



No indication

4. Program Location;*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject Reading is taught indirectly through other subject matter 113 172 64

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

	416
	4
	0
	0
	13
	1
ĺ	0
I	

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication

11	
3	
100	
	1



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21

7. Classroom Language (All Classes Combined):

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

41	
45	
0	
0	
0	
1	
0	
0	
24	
0	



9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine - based programmed instruction	11
Other programmed instruction	2
Gaming/simulation	1
Instructional TV	2
Interactive media	2
Intensive involvement	0
Discussion groups	19
Demonstration - performance	25
Lecture	3
Contracts	1
Use of supplementary materials	6
Other	22
No indication	



10.	Classroom Evaluation Procedures:	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
	The teacher has formulated or selected specific objectives for each student.	19
•	The teacher has formulated or selected specific objectives for the entire class.	21
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
•	Performance of students is measured in terms of objectives set for each individual.	19
•	Performance of students is measured in terms of objectives set for the entire class.	18
•	Visible records are kept of class performance.	16
•	Records of each student's performance are kept with respect to each objective.	16
•	Students are kept informed of their progress.	20
•	Students are involved in self-evaluation.	12
•	Parents are informed of students' progress,	21
•	No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

					gree	shment	_/
	Jan S	Transfer of the State of the St	A DO A	According to the second		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	/
Project Objectives	Q.74	¥/4	4/Q"	4/5	7/3	7	
STUDENT							
Student Attitude	<u> </u>						
Student Behavior	X	X					
Student Reading Achievement	X	X					-
Reading-Related Skills	X	X					
TEACHER						Ì	
Teacher Competency	<u>.</u>						
Teacher Attitude							
Teacher Behavior							
PARENT/COMMUNITY							
Parent/Community Involvement					ļ. L		
Parent Attitude	<u> </u>		<u> </u>				
PROGRAM				}			
Information Dissemination							
Individualization of Instruction						·	. :
Innovations						·	
Inservice Training							
Additional Materials, Services or Personnel							

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

			/ 3	A/	
		ist is		150 L	o /
			23/		
	/ 8		S. S. V.		
Major Area	W. S. P.	Sire Resident Proprieta	Production of the Control of the Con	STATE OF STA	
STUDENT					
Reading Achievement					
Reading-Related Skills					
Social Skills					
Attitude					
TEACHER					
Competency	_				
Attitude	<u></u>				
Teacher-Student Relations					
Teacher-Staff Relations					
PARENT/COMMUNITY					
Support	<u> </u>				
Involvement		· · · · · · · · · · · · · · · · · · ·			
PROGRAM					
Success of Inservice Training					
Program Flexibility					
Helpfulness of Technical Assistance					
Significant Changes in Reading Approach	<u> </u>				e e e e e e e e e e e e e e e e e e e
Individualization of Instruction					
Value of Assistance from Aides/Volunteers					

SITE	DID	NOT	CL	EAI	RLY	STAT	E	FIND	NGS	X

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
;	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 2402

INDIVIDUAL SITE ASSESSMENT

	School		2402	1	·		(1) 	•				
		-			·············							
	Grado	5 !	K-6				·					
Sch	ool Chara	acte	ristics									
1.	Geograp	hic	Region		ſ	<u> </u>	$\Gamma^{\mathbf{B}}$	C	D	E*	F	. : .
٠,	*States Minnes	in t	his region, Montar	ia, Nebr	aska, l	o, K Nort	ans h D	as, akot	Iowa a, S	a, Mouth	lisso Dak	ouri, cota,
2.	Urban-I	Rura	l Index									
			Urban	Subi	ırban		Rur X	al]			
3.	Student	Pop	ulation (Total Sc	chool)							
	• Tot	al F	Reported	Enrolln	nent la	36						
			tudents				el					
	Gra	de	No. of S	tudents	Gra	de	No	of S	Stud	ents		
	K		25		7							
	1		26		8		*****					
	2		20		9	•			_		•	
	3		33		10)					,	
	4		28		11	1						
	5		26		12	2					•	
	6		28									
	• Sin	dent	Ethnici	ty (Tota	School	1)	Pe	erce	nt			
			Americ	an India:	n		Ī	2				
			Asian									
e co e la sante a	n a se se en esta e esta en es		Black						_			
			Mexicar	n Ameri	can			1				
			Puerto									
			White		1			96				

Other

B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total		Percent									
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other				
K	25		1.	4			96					
1	26				3		97					
2	20	5					95					
3	33						100					
4	28						100	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3				
5	26	3.5		3.5			92					
6	28	3					97					
7												
8												
9												
10	,											
11							~					
12	,											
		· ·										



		Grado Level (includes only levels for which data were reported)	ĵ	Acan Gain	per Mon	th_	St.	Dev.	
		1							
	•	2		0.7			*********	0.7	
		3		1.0			-	1.0	
ř		4		1.3			P-194-6	1.3	
		5	•	1.0				0.9	
		6		0.8			********	1.2	
	•	Overall Mean Gain for (means adjusted for dis		1.0	s)		State of the state	1.1	
	•	Name of Standardized Test(s) Used	b.	· S4	AT		-		
c.	TotAge	Years Teaching Experi		9 Mean 34 9 Male 3 58		-			
•	Ethnicit	y Amr Ind Asian	Black	Mexican I	Rican W	hito 8	Other	No Indica	
			MA or	MS Ph	D Otl	nor l	No Ind	ication	
•	Degree	No. 8							
	Arca of Degree	No. 8		Arts	Phys Sc	i Ma		her c	Indiation
	Job Titl		hor	Spec S	Multi Subject	Othe 3	r Inc	No licatio	n
•	Residen Index	tial No. Inner City U	Jrban	Suburban	Rural 8	No l	Indica	tion	



*Total number of classes for which achievement data were reported: 5

(figu	ros indicato	numb		ners ro Venoss		No Indication or I	Vot
	Excollent	Good	Adequate	Poor	Very Poor	in Progr	ram
Parent Involve- ment		3	2	1		3	
In-service Training	3	4	1			1	
Reading Specialist	1	3	3	1		2	
Instructional Materials	4	2	2			1	
	her Prefer h in Right'					No: of Teach	
			Yes			7	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
•	X				

Questionable

No Response

No

Yes, if changes are made



E. E	ssecti	veness of l	Right To Read	Mat	erials					
	I	V V.	lanning Proce		Ve		Useful	Not Useful	No Indica	tion
							X			
	n n	parent involveds and on naterials, a on redirect	with charts glvement, iden bjectives, ide nd program o ion of existing	tifica entifi rgan g res	ation and cation of izations.	prior basic Also	itizing readin suppli	of stude g appro ed infor	nt aches, matio	n
Vays in	which	PPP was	used in progr	am:						
Structur and Plan		Identificat Student/T	ion of eacher Needs	Ide of C	ntification Objectives	Lie Pri	ting orities	Ongoir Eval,		cation
		`.					•		x	
•	(S (A m	and RC) document ent during	eporting Cent with charts g planning of ac Right to Read	er uidin	ies, and	ool ii	n comm	x unity in	volve -	
ays in	which	S and RC	was used:							
rogram	Stud Need	lent/Teach	er Task nent Assignm	ents	Display Program	ı Pro		Referen Source	ice	
								· · · · · · · · · · · · · · · · · · ·		\$ · *
		rmation semination	No Indication					**************************************		
	γ		х		,		•	• •		·



F,	T	echnica	al Ass	istant	Utilization

• Rating	of Helpfulness	Very Helpful He	Not alpful Helpful	No Indication
				X

• Technical Assistant Activities:

1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read		13. Observe classes	
	planning materials		14. Advise on parental	
4.	Work on the Unit Task Force	X	involvement	() ()
5.	Develop Work Statement/		15. Recommend consultants	نعبيب
	Proposal		16. Budget planning	
6.	Develop or identify curriculum materials		17. Evaluation	X
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription		[2] 그리 아름은 이름을 만나 하는 손용인 나는 하는 [7]	
9.	Identify objectives	$ \mathbf{x} $	19. Plan for 1973-74 program	
0.	Staff development	\mathbf{x}	20. No indication of activity	
74	Atmit do torohimom	لت		



G. Parent Involvement

•	Extent of Involvement	High	Medium	Low	No Indication
	involvement	х			

13. Information dissemination

14. No indication

Activities:

1.	Unit Task Force	X	9.	Reading is Fundamental	х
2.	Program planning		10.	PTA, open house, other	x
3.	Program implementation			traditional meetings	
4.	Develop materials	\mathbf{x}	11.	Supplementary activities	-
5.	Purchase/repair materials	x	12.	Community relations	

7. Advisory council

6.

8. Workshops, conferences

Aides, tutors, volunteers

H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 27% 20% Were paid Were: 13% Parent 13% Student teacher Community organization member High school student Other 13% Average number of hours aides worked per semester 30 Types of Activities Performed: Tutoring students X Marking tests X X Distributing materials Working in small and large groups X X Preparing materials Liaison with parents and other outside personnel X X Bus monitoring Supervising recreational activities in or outside X class X Classroom maintenance X Supervising field trips Other

Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	4		



I. Program Characteristics

1.

1. Inserv	ice Training:		
• 1	udividuals respon	nsible for training:	
	Consulta	nts	X
	Technica	l Assistant Team (TAT) members	
	Project o	director	X
	Reading	specialist	
	Classroo	om teacher	
	No indica	ation	
•	Individuals traine	d:	
	Reading	specialist/teacher	
	Classroo	om teachers	х
	Other st	aff '	
	Parapro	fessionals	X
	Parents		
	No indic	ation	
•	Training areas	•	
Learning theo	ry	Instructional approach	X
Student backg	round and self	Instructional materials	X
concept	7	Teaching techniques	X
Language dev	elopment	Classroom organization and	
Motor and pe	rceptual skills	management	
Right to Read	Program	Evaluation	LX.
Diagnostic/papproach	rescriptive'	X No indication	<u></u>



•	Training Methods:				
	Group or individual m	eetings, sen	ninars, worl	cshops,	x
	School visitations, desobservations	monstration	teaching, cl	assroom	
	University courses			N	
	Video taping, audio-vi	isuals, mult	l-media		\mathbf{x}
	No indication				
Unit	Task Force Activities				
Plan	nning Phase				
•	Rating of helpfulness:	Very Help		Not No Helpful India	
	UTF Members:				<u>x</u>
•	O11 Mellibers.				
		Consultant	Á		
		Administra			
		Reading sp			
		Teachers			}
		Parents			
		Others			
		No indicati	on		x
		:			
•	Frequency of meeting	6 ;			
		Very			No
		Frequent	Frequent	Infrequent	Indication
		-	1	-	X



• Types of Activities:

Meet with TATs		Develop materials	
Develop proposal or work statement		Inservice training	
Needs assessment	x	Budget	
Develop diagnostic/prescriptive	\vdash	Information dissemination	
approach		Develop tests	
Identify objectives		Evaluation	X
Gather data		No indication	
Complete PPP			L

Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			Х

• UTF members:

,		Consultants			
		Administratofs			
		Reading specialis	t		
		Teachers			
		Parents	j		•
	1 1 1	Others			
		No indication		X	
•	Frequen	cy of Meetings:			
		Very	T Person		No
		Frequent	Frequent	Infrequent	Indication
				•	X
			•		



Meet with TATs/consultants	Status and reporting activities	,
Develop criteria for student selection or placement Student diagnosis Identify tutors Inservice training Develop community involvement activities	Record progress Serve on special committees Review program progress Information dissemination	X
3. Components of Diagnostic/Presca	riptive Approach:	
Individualized prescription Identification of student skill levels X Teacher observation Contracts Individualized instruction Progress checklists	Games, manipulatives Audio-Visual, Multimedia Commercially made programs Student grouping Special classes	x x
Testing X Review case histories Staff conferences Student/teacher conferences	Skill sessions Field trips Reading/language center Reading specialist, tutors	x

Language experience approach

Basal text instruction

No indication



4. Program Location:*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject.

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

103	_
33	
82	

5. Student/Teacher Organization:

Single teacher -- multi-subjects

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

Mean Number of Semester Hours Reported per Class

_		_
	6	_
	0	I
	34	_
	0	
	133	
	1	
	12	

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

	_
	20
	37
\prod	27
П	
7	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 15



Mean Number of Semester Hours

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% 100% Standard English Non-Standard English American Indian language or dialect No indication

8. Reading Approach:

Spanish French

Japanese

Reported per Class 10 Meaning emphasis 34 Code emphasis 7 Linguistics 0 Modified alphabet 4 Responsive environment 21 Programmed learning 55 Individualized reading 2 Language experience Eclectic or teacher's own 14 Other 38 No indication



9. Techniques Used for Reading Instruction:

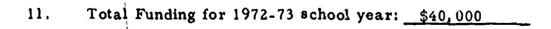
Mean Number (Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

tea ber
17 35
18
2
0
12
11
5
1
1
37
30
]



10.	Classroom Evaluation Procedures;	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
•	The teacher has formulated or selected specific objectives for each student.	13
•	The teacher has formulated or selected specific objectives for the entire class.	8
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	10
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
•	Performance of students is measured in terms of objectives set for each individual.	13
•	Performance of students is measured in terms of objectives set for the entire class.	7
•	Visible records are kept of class performance.	5
•	Records of each student's performance are kept with respect to each objective.	13
•	Students are kept informed of their progress.	10
•	Students are involved in self-evaluation.	11
•	Parents are informed of students' progress.	14
•	No indication .	





J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		_			•
			/ Acc	egree complis	hment
				A CC A DEL	3/0/
					Co Lity
	/se	23 65 /			
Ductors Obligations	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\				
Project Objectives	19.74 g		/4° 4'/5	*/~	
STUDENT					
Student Attitude	X	\perp		х	
Student Behavior	Х	х			
Student Reading Achievement	X			X	
Reading-Related Skills	<u> </u>				
TEACHER		1			
Teacher Competency					
Teacher Attitude	<u> </u>				
Teacher Behavior	X	X			
PARENT/COMMUNITY	1		-		
Parent/Community Involvement	X	х			
Parent Attitude					
PROGRAM					
Information Dissemination	<u> </u>				
Individualization of Instruction	x	x			
Innovations	 	1-2-1			
Inservice Training		1			t
Additional Materials, Services or Personnel	X	x	A)		

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

Major Area	Sile W. R. P. P.	Sife B Satisfactory 188	Paris Not sea Finding Copy W	To to Work of the
STUDENT				
Reading Achievement				
Reading-Related Skills		ļ		
Social Skills	x	<u> </u>		
Attitude			ļ	
TEACHER				
Competency				
Attitude		ļ		
Teacher-Student Relations		ļ		
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support	_ 	 	 	
Involvement	X	 	-	
PROGPAM				
Success of Inservice Training	•			
Program Flexibility		_	 	
Helpfulness of Technical Assistance				
Significant Changes in Reading Approach				
Individualization of Instruction	X	<u> </u>	<u> </u>	
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
*******	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
~~~	Increased school-parent communications
-	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
-	More materials/equipment/personnel
-	Increased emphasis on improving teacher competency
-	Increased emphasis on improving teacher attitude
X	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 2602



### INDIVIDUAL SITE ASSESSMENT

School:_	2602	-
Grades:	K-6	

#### A. School Characteristics

1.	Geographic	Region
• •	acog rapine	regrou

A	$\mathbf{B}$	С	D	$E^*$	F
				IXI	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

#### 2. Urban-Rural Index

Urban	Suburban	Rural
1		
L	X	

# 3. Student Population (Total School)

- Total Reported Enrollment 596
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	86	7	
1	69	8	
2	73	9	
3	71	10	
4	104	11	
5	95	12	
6	98		

## Student Ethnicity (Total School)

	Percent
American Indian	0.5
Asian	0.5
Black	6
Mexican American	
Puerto Rican	
White	93
Other	
	·



### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К	86		1				99	
1	69		6				94	
2	73		6				94	
3	71		7		1		92	
4	104	1	8				91	
5.	95	1	6		1		92	
6	98		8			-	92	
.7								
8								
9								
10								
11								
12								



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			2					_	1.0	;					0.0		
			3						1.1						0.7	~	
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			5			,		_	1.0							* * *	
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Right	to Rea	d To	acher	Cha	ract	terie	stics		alfreig geg erlag	Arrive St. 4	d 16 State of American			<del></del>	pus		•
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<b>&gt;</b> S	Sex :				Ι				1 5			19 95					
Ethni	•	No.		Ind	Asia	in B	lack 5					W	8	Othe	er Inc	No licati	on
				or l	3S	МΛ	or .	MS	]	Phl	)	Oth	or .	No I	ndica	tion	
Degr	ee	No.	20						.1								]
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Job I	Tille	No.	Spe	<u>c</u> 	1 00	Cher		Spe	C .	,			Otno		indica	ilion	
		No.		r Ci	ty T	Urb	an	Sul ]	ourba 17	un 	Rur	al	No	Indi	cation	ב	
	Right  Page  Area  Degr  Area  Degr  Resid	Cight to Real No. Year No. Yea	o Overall (means o Name of Test(s)  Right to Read To  Total Number o Age No. Years To  Sex  Ethnicity No. Percent Degree No.  Area of Degree No.  Job Title No.  Residential No. Index	(means adjust  Name of Stand Test(s) Used  Right to Read Teacher  Total Number Rep  Age No. Years Teachir  Sex  Ethnicity No. 1 Percent  BA  Degree No. 20  Area of Degree No. 18  Rea Spe Job Title No. 1 Inne Residential No. 1 Inne	Overall Mean Gain (means adjusted for Name of Standarding Test(s) Used  Right to Read Teacher Charter Total Number Reporter  Age No. Years Teaching Esternicity No. Percent  BA or  Degree No.  Educ Sc  Read Spec Job Title No.  Inner Ci Inner Ci Index	Overall Mean Gain for (means adjusted for donans adjusted for dona	Overall Mean Gain for Sc. (means adjusted for differ Name of Standardized Test(s) Used  Right to Read Teacher Characteris Total Number Reported Age No. Years Teaching Experience Sex Percent Sex Percent BA or BS MA Degree No.  Educ Soc Sci Degree No.  Read Reading Spec Teacher Job Title No. Inner City Urb Index	Overall Mean Gain for School (means adjusted for differing Name of Standardized Test(s) Used  Right to Read Teacher Characteristics Total Number Reported Age No. Years Teaching Experience Sex No. Percent Sex No. Percent BA or BS MA or Degree No.  Read Reading B Spec Teacher Job Title No. Inner City Urban Index	Overall Mean Gain for School (means adjusted for differing cla Name of Standardized Test(s) Used  Right to Read Teacher Characteristics Total Number Reported Age No. Years Teaching Experience Sex No. Percent  BA or BS MA or MS Degree No.  BA or BS MA or MS Degree No.  Read Reading Bilin Spec Teacher Spec Job Title No.  Inner City Urban Sul Index	Overall Mean Gain for School (means adjusted for differing class si Name of Standardized Test(s) Used  Right to Read Teacher Characteristics Total Number Reported Age No. Years Teaching Experience Male Sex No. Percent No. Percent Sharing Amr Ind Asian Black Amer No. Percent Sharing Experience Mexica Amr Ind Asian Black Amer No. Percent Sharing Experience Mexica Amr Ind Asian Black Amer No. Percent Sharing Educ Soc Sci ities Area of Degree No. Read Reading Bilingual Spec Teacher Spec Job Title No. Inner City Urban Suburbanded	Overall Mean Gain for School (means adjusted for differing class sizes of Name of Standardized Gates)  Name of Standardized Gates  Percent Sex No. Years Teaching Experience  Ethnicity Amr Ind Asian Black Amer Section Secti	o Overall Mean Gain for School (means adjusted for differing class sizes)  Name of Standardized Gates MacContest(n) Used Gates MacContest(n) Used Gates MacContest(n) Used Gates MacContest(n) Used Mean Mean Mean Mean Mean Mean Mean Mean	Overall Mean Gain for School (means adjusted for differing class sizes)  Name of Standardized Test(n) Used  Gates MacGinit  Mean Rai  Age No. Years Teaching Experience Sex No. Percent Sex No. I Sex No	Overall Mean Gain for School (means adjusted for differing class sizes)  Name of Standardized Test(s) Used  Gates MacGinitie  Right to Read Teacher Characteristics  Total Number Reported Age No. Years Teaching Experience Sex No. Years Teaching Experience No. Percent No. Percent Sex No. I 19 95  Mexican Puerto Mexican Pu	Overall Mean Gain for School (means adjusted for differing class sizes)  Name of Standardized Gates MacGinitie  Right to Read Teacher Characteristics  Total Number Reported  Age 29 22-52  No. Years Teaching Experience Male Female  Percent Male Female  Percent Male Female  Sex No. 1 1 9 95  Ethnicity Amr Ind Asian Black Amer Rican White Other  No. 1 1 18 95  BA or BS MA or MS PhD Other No I Degree No. 18 1  Read Reading Bilingual Multi Spec Teacher Spec Subject Other  Index Inner City Urban Suburban Rural No Indicated And Index I	1.   0.9   1.1	Amr Ind Asian Black Amer Rican White Other Indication  Percent  BA or BS MA or MS PhD Other No Indication  BA or BS MA or MS Phys Sci Math Other car  BA or BS MA or MS Phys Sci Math Other car  BA or BS MA or MS Phys Sci Math Other car  Ba of Teacher Spec Subject Other Indication  Basidential No.  Imper City Urban Suburban Rural No Indication  Index  Index  Overall Mean Gain for School  I. Supply 1.1  Overall Mean Gates MacGinitie  C. 9  I. 1  Overall Mean Gates MacGinitie  C. 9  Indication  C. 9  Indication  C. 9  Indication  Overall Mean Gates MacGinitie  Gates MacGinitie  C. 9  Indication  Overall Mean Gates MacGinitie  Overall Mean Range  Overall Mean Range  Indication  Overall Mean Range  Indication

3.

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-1 4 3 12 ment In-service 9 9 1 ı Training Reading 4 7 4 5 Specialist Instructional 9 8 2 l Materials

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:		
	Yes	17		
	Yes, if changes are made	1		
	Questionable			
	No	2		
	No Response	***************************************		

#### D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	x				



E. Ef	(ecti	veness of F	Right	To Rea	d Mat							
•	Program Planning Procedure						Very Useful Useful			Not Useful	No Indication	
	(	(PPP)							х			
Wa wa I	n n o	document arent involueeds and o naterials, a n redirecti	lvem bjec nd p on o	ent, ide tives, id rogram f existin	ntifica entifi organ g res	ation a cation ization	nd pof b	rior: asic Also	itizing readin suppli	of stude g appros ed infor	nt ache mati	ion
-		PPP was										
Structuri and Plan		Identificat Student/T			Ide: s of (	ntifica: Objecti	tion ves	Lis Pri	ting orities	Ongoin Eval		o idication
x	<del>-</del>						• • •				T	
<ul> <li>Status and Reporting Center (S and RC)</li> <li>(A document with charts guiding ment during planning of activity</li> </ul>						ng the	Useful Useful Indication X				] e -	
Nova in 1	80	chools and	Righ	t to Read	d, Wa	shingt	on, I	D, C,	.)		6	
		S and RC										
Program Planning	Stud Need	lent/Teachds Assessn	er nent	Task Assignr	nents	Disp! Prog:	lay ram	Pro	gress	Referen Source	ıce	
x										х		
		rmation semination	No Ind			,		, - ·				,
x												



<ul> <li>Rating of Helpfulnes</li> </ul>			Not	No
	Helbin	l Helpful	Helbini	
• Technical Assistant	Δ > 11 + 14 + 15 + 15 + 15 + 15 + 15 + 15 +			×
Program planning		dentify alte	rnate app	oroaches
Program implementation	12. 5	Develop tea	m teachin	8
Interpret Right to Read	13, (			
planning materials  Work on the Unit Task Force		Advise on p nvolvement		
Develop Work Statement/ Proposal	15. I	Recommend	consulta	nt <b>s</b>
Develop or identify		Sudget plan Evaluation	ning	
curriculum materials				
Needs assessment		Liaison with Vashington,		Read,



2.

3,

5.

6.

7.

8,

9.

10.

Diagnosis/prescription

Identify objectives

Staff development

19. Plan for 1973-74 program

20. No indication of activity

#### G. Parent Involvement

						E					
										r	

# High Medium Low No Indication

#### Activities:

ı	h	ά.		21	U	r	11	ıt	Ī,	1.	£	Ł	8	ı	¢	Ŀ	٠	(	)	ĩ	, (	•	0		

- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

(	Э,	, >	Rea	din	g is	Fund	am	enta

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



#### H. Toacher Aides

Per	centage of Teachers Reporting Aides	· · · · · · · · · · · · · · · · · · ·
•	Worked in classrooms	100%
•	Were paid	87%
•	Were: Parent	52%
	Student teacher	39%
	Community organization member	
	High school student	65%
	Other	74%
•	Average number of hours aides worked per semester	180
•	Types of Activities Performed:	্তিটো একম
	Tutoring students	X
	Marking tests	×
,	Distributing materials	X
	Working in small and large groups	х
	Preparing materials	X
	Liaison with parents and other outside personne	-
	Bus monitoring	
	Supervising recreational activities in or outside class	×
	Classroom maintenance	х
	Supervising field trips	X
	Other	x

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
Port of the state			The state of the s
<u> </u>	14	<u> </u>	



Right to Read Program

Diagnostic/prescriptive approach

1. Program Characteristi	<u> </u>	
Inservice Training:		
• Individuals respo	nsible for training:	
Project Reading	al Assistant Team (TAT) members director specialist om teacher	X
<ul> <li>Individuals trained</li> <li>Reading</li> </ul>	ed: specialist/teacher	
Other st		X
Parapro Parents No indic	fessionals ation	
• Training areas.		
Learning theory Student background and self concept Language development Motor and perceptual skills	Instructional approach Instructional materials Teaching techniques Classroom organization and management	X X X



Evaluation

No indication

이 경기가 들었다. 이 살이 말려고를 제가하기 위하기 하였다. 이 사이 있다. 보다 발표되는 기업을 다른 중 없었다. 스트로스 얼마나 하나 이 사이다.	COLVERT DE PARE NO				
Group or individua	l meeting	s, semin	ars, wor	kshops,	
School visitations, observations	demonst	ration tes	iching, c	lassroon	<b>1</b>
University courses					
Video taping, audio		multi-n	nedia		
No indication ,					
Unit Task Force Activitie	e 8		,		
	÷				
Planning Phase		0			
					1 878. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Rating of helpfulner	88:	Very		Not	No
		Helpiul	Helbini	Helpiul	Indication
		<u> </u>			X
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a timb Mandania					
• UTF Members:					
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	Adm Read Teac Pare Othe No in	inistrato ling space hers nts	•		x
• UTF Members:  • Frequency of meet	Adm Read Teac Pare Othe: No in	inistrato ling space hers nts rs adication	lalist		No.
	Adm Read Teac Pare Othe: No ir	inistrato ling space hers nts rs adication	•	Infrequ	Ne



<ul> <li>Types of Activiti</li> </ul>	
Meet with TATs  Develop proposal or work statement  Needs assessment  Develop diagnostic/prescriptive approach  Identify objectives  Gather data  Complete PPP	Develop materials Inservice training Budget Information dissemination Develop tests Evaluation No indication
<u>lmplementation Phase</u>	
• Rating of Helpfuln	1888:
	Very Not No Helpful Helpful Indication
• UTF members;	
Ac Re Te Pa Ot	onsultants dministrators eading specialist eachers arents hers indication
, - requency of Meet	Very
	Frequent Frequent Infrequent Indication



### Types of Activities;

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student selection or placement	Record progress	
(1) 10 10 10 10 10 10 10 10 10 10 10 10 10	Serve on special committees	
Student diagnosis	Review program progress	
Identify tutors	 Information dissemination	
Inservice training	Evaluation	
Develop community involvement activities	No indication	X

## 3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription	$\mathbf{x}$	Supplementary materials	$\sqrt{x}$
Identification of student skill levels		Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	$\mathbf{x}$
Contracts		Commercially made programs	X
Individualized instruction	$\mathbf{x}$	Student grouping	
Progress checklists		Special classes	
Testing	$\mathbf{x}$	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences	X	Reading specialist, tutors	$\mathbf{x}$
경우 (1985년) 경우 (1985년)		Language experience approach	X
		Basal text instruction	X
		No indication	



#### 4. Program Location:*

Repor

Ser	nester	Hou	118	٠.
	ported			388
	169			

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

165
100
امما
98
84
84
84
84
84

Mean Number of

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

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6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication

	54
I	31
	81

Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23



#### 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Used)

99%

96%

Standard English
Non-Standard English
Spanish
French
American Indian
language or dialect
Japanese
No indication

8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

13
31
1
0
1
8
32
39 26
26
27



#### 9. Techniques Used for Reading Instruction:

No indication

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other

Mean Number of Semester Hours Reported per Class



10.	Classroom Evaluation Procedures:	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
•	The teacher has formulated or selected specific objectives for each student.	23
•	The teacher has formulated or selected specific objectives for the entire class.	20
	The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
•	Performance of students is measured in terms of objectives set for each individual.	23
•	Performance of students is measured in terms of objectives set for the entire class.	11
•	Visible records are kept of class performance.	21
•	Records of each student's performance are kept with respect to each objective.	23
•	Students are kept informed of their progress.	19
•,	Students are involved in self-evaluation.	7
•	Parents are informed of students' progress.	23
	No indication	

11. Total Funding for 1972-73 school year: \$30,000



## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			, <u> </u>	Degree of Accomplishment			
Project Objectives	CO AND IN		A CO A STATE OF THE STATE OF TH		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		
STUDENT							
Student Attitude	<del> </del>	<u> </u>	<del>                                     </del>				
Student Behavior							
Student Reading Achievement	X				X		
Reading-Related Skills	X				<u>                                     </u>		
TEACHER							
Teacher Competency	X				<u>Lx</u>		
Teacher Attitude							
Teacher Behavior							
PARENT/COMMUNITY							
Parent/Community Involvement							
Parent Attitude	х				X		
PROGRAM				* * .			
Information Dissemination			Ŀ				
Individualization of Instruction							
Innovations							
Inservice Training							
Additional Materials, Services or Personnel							

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings

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수 있다. (2007년 - 10일 전 br>12일 전 10일 전 1 12일 전 10일 전 1		14.5	1 2 3	20
	, , , , , , , , , , , , , , , , , , ,		5 5 X	7 80 E
		4. C. V.		14/
Major Area	130	Sie of Salie of Findings	Propried Services	
STUDENT	(		September 19 19 19 19 19 19 19 19 19 19 19 19 19	
Reading Achievement				
Reading - Related Skills				
Social Skills			<del> </del>	
Attitude				
TEACHER			<del> </del>	
Competency				
Attitude			<b></b>	
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				
Involvement				
	<del></del>			
PROGRAM				
Success of Inservice Training				
Program Flexibility Helpfylmess of Washeless Assistant	+			
Helpfulness of Technical Assistance Significant Changes in Reading	-			
Approach Changes in Reading				
Individualization of Instruction				
Value of Assistance from Aides/Volunteers				
AND THE RESERVE OF THE PARTY OF				

SITE DID	MOT OF TA	MIT ST COM A MITS		* 1 L L	
OITH DID	MOT OFFW	RLY STATE	FINDINGS	X	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

· · · · · · · · · · · · · · · · · · ·	More emphasis on reading-related skills
_X_	Increased emphasis on improving student achievemen
Telephoneta	Increased emphasis on improving student attitude
	More remedial help
-	Increased effort to involve parents/community
-	Increased school-parent communications
	More staff training
_X_	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
•	Increased emphasis on improving teacher attitude
*****	Improved evaluation techniques
	Re-definition of needs
************	Improved communication with HEW
	Continued funding
SITE	NO NOT CLEARLY STATE RECOMMENDATIONS



## School: 2701



## INDIVIDUAL SITE ASSESSMENT

		S	cho	ol:	270	)1							<u>.</u>			
		G	rad	_180	Pr	eK-8			· · · · · · · · · · · · · · · · · · ·							
Α.	Sch	rool (	Cha	ract	oris	tics					, ; ; .					
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	2,	<u>Url</u>	ban	Rur	al L	ndex			٠,							
					Urt	an	Su	burb	an		Rur X	al	]			1,
	3.	Stu	don	t Po	pula	tion (	Total	Scho	ol)							
		•	T	otal	Repo	orted	Enrol	lmen	it 28	5						
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	•			4		25		·····	11							
				5		35		_	12							
				6		28			Pr	eK		13				
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							Ame	rican	1			1	-			
						erto I	kican					72	-			
					Wh Oth							7	-			
					UTD	ıer										



#### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent								
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
K	15	1		2			97			
1	22	1		2			97			
2	31	1		2			97			
3	28	1		2			97			
4	25	1		2			97			
5	35	1		2		-	97			
6	28	1		2			97			
7	42	1		2			97			
8	46	1		2			97			
9							7			
10				i						
11										
12										
:										
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	3. Ros (800	ding Gains for Vol. II, V,	or 197273 Scho A for detailed	ool Year* report)			
	•	Grade Leve (includes on for which de reported)	ly levels	<u>Maan G</u> ain	nas Month	St. Don	
		men diameter and the land		MIGGIS CHILLI	ner Month	St. Dev.	•
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		3		0.9		0.8	
7 0, 1	7 0,8	4		1.2		0.8	
8 0, 1		5		1.8		1_2	
9 273	<u> </u>	6		2,7	<del></del>	2,1	
	•		in Gain for Sch sted for differi		s)	1.3	
	0	Name of Sta Test(s) Use	ndardized		ral, Gates !	MacGinitie,	
				CAT,	ITBS	•	
), <u>)</u>	Right to	Read Teache	r Characterist	ics			
				frances statement			
•	Tot	al Number R	eported	L_12 Mean	<b>7</b>		
	Ago			37	Rango 22-52	<del></del> ]	
•	No.	Years Teacl	ing Experience	12	2-25		* *
				Male	Fomalo		
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. 1	Sthnicit	Λ m	r Ind Asian Bla	Mexican F ick Amer		Other Tradition	
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1	Area of	Edi		man- Fine ies Arts	Phys Sci Ma		o Ind
	Degree	No. 10			Ĺ		
	•		ead Reading	•	Aulti	No	
	Job Titl		pec Teacher		ubject Other	er Indicati	on
		Inr	ner City Urba			Indication	
	Residen Index	ial No.			II i		
, ,	nuex						
	-		·				

^{*}Total number of classes for which achievement data were reported: 9



	her Attitud		A		d Feature's esponding)	No Indica-	
Effectiveness						tion or Not Included	
	Excellent	Good	Adequate	Poor	Very Poor	in Program	_
Parent Involve- ment	1	1	2			8.	
In-service Training	2	7	1			2	_
Reading Specialist	1		4	man I habadda Maria		12	
Instructional Materials	1	9	1	mana ( - mana	-	1	
• Teac Teac	her Prefer h in Right '	ence R Fo Res	d Program	Cortinu 1 ne <b>xt</b>	ing to year:	No: of Teachers:	
			Yes			9	
			Yes, if c	hange	s are mado	3	
			Question	able			
			No				
			No Respo	onse			

#### Identification of Project Director D.

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
x					



e. es	ectiveness of Right	To Read	Mate					
	Program Planni (PPP)	ng Proces	lure	Ve: Us	ry eful	Useful	Not Useful	No Indication
	(A document with parent involvem needs and object materials, and pon redirection of	ent, ident tives, ide rogram of	ifica ntific rgani	tion and ation of zations.	prior basic Also	itizing readin suppli	of stude g appro ed info	s ent paches, rmation
Structuri	which PPP was used ng Identification ning Student/Teach	of	Ider	ntification Objective			Ongoi Eval	ng No Indicatio
	Status and Report (S and RC)  (A document with ment during plant schools and Right	h charts g	er uldin	ies, and	iool i liais	n common with	y nunity in	nvolve•
Ways in w	hich S and RC was				4			
	Student/Teacher Needs Assessment	Task Assignm	ents	Display Program	n Pr	ogress	Refere Source	
	Information No Dissemination Ind					•		
								•



X

## F. Technical Assistant Utilization

•	Rating	of Helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
				×		

#### • Technical Assistant Activities:

		· · · · · · · · · · · · · · · · · · ·		
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3,	Interpret Right to Read		13. Observe classes	
4.	planning materials  Work on the Unit Task Force	口	14. Advise on parental involvement	
5.	Develop Work Statement/		15. Recommend consultants	
	Proposal	X	16. Budget planning	X
6.	Develop or identify curriculum materials		17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription		19. Plan for 1973-74 program	
9.	Identify objectives		20. No indication of activity	1 1. 2 3
0.	Staff development	X		. 1,



#### G. Parent Involvement

• Extent of Involvement		High	Medium	Low	No Indication	
involvement				x		
• Activities:			ž			
Unit Task Force		9. <u>R</u>	leading is	Funda	mental	
Program planning		10. PTA, open house, other				
Program implementation		traditional meetings				
Develop materials			upplement	-		
Purchase/repair materials		12, C	community	relati	ons	
		13. Information dissemination				
Aides, tutors, volunteers	X	14. N	lo indicati	on		



2.

3.

5.

6.

7.

8.

Advisory council

Workshops, conferences

#### H. Teacher Aides

Perce	entage of	Teachers Reporting Aides					
•	Worked in classrooms						
•	Were paid						
•	Were:	Parent	89%				
		Student teacher	2.2%				
		Community organization member	78%				
		High school student	89 %				
		Other	56%				
•	Average per seme	number of hours aides worked	108				
•	Types of	Activities Performed:					
	Tutoring	students	X				
	Marking	tests					
	Distribut	ing materials	X				
	Working	in small and large groups	X				
	Preparin	ng materials	X				
	Liaison	with parents and other outside personnel	X				
	Bus mon	itoring					
	Supervis class	ing recreational activities in or outside	X				
	Classro	om maintenance	X				
	Supervis	ing field trips	_x_				
	Other _		X				

 Teacher rating of aides¹ effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	8		



X

X

X

X

X

X

X

#### I. Program Characteristics

#### 1. <u>Inservice Training</u>:

Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

#### Individuals trained;

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

#### Training areas.

Learning theory Instructional approach Student background and self Instructional materials X concept Teaching techniques Language development X Classroom organization and Motor and perceptual skills management X Right to Read Program Evaluation Diagnostic/prescriptive No indication X approach



•	Training Methods:	
	Group or individual meet	ings, seminars, workshops,
	School visitations, demon	nstration teaching, classroom
	University courses	$\mathbf{x}$
	Video taping, audio-visus	als, multi-media
	No indication	
Plar	ning Phase	
•	Rating of helpfulness:	Very Not No
		Helpful Helpful Indication
-		X
•	UTF Members:	en e
	C	onsultants
	A	dministrators X
•	R	seading specialist

Teachers
Parents
Others

No indication

Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
70 H 10 H		The Control of the Co	40
,			^



• Types of Activities:

Meet with TATs	x	Develop materials	X
Develop proposal or work statement		Inservice training	X
Needs assessment	X	Budget Information dissemination	
Develop diagnostic/prescriptive approach		Develop tests	
Identify objectives		Evaluation	
Gather data	x	No indication	
Complete PPP	x		

#### Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
<u>Helpful</u>		Helpful	Indication
			x

UTF members:

Consultants	
Administrators	X
Reading specialist	
Teachers	X
Parents	x
Others	x
No indication	

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			х



Types of Activities: Meet with TATs/consultants Status and reporting activities Develop criteria for student Record progress selection or placement Serve on special committees Student diagnosis Review program progress Identify tutors Information dissemination Inservice training Evaluation Develop community involvement No indication activities 3. Components of Diagnostic/Prescriptive Approach: Individualized prescription Supplementary materials Identification of student skill levels Games, manipulatives Teacher observation Audio-Visual, Multimedia Contracts Commercially made programs Individualized instruction Student grouping Special classes Progress checklists Skill sessions Testing Review case histories Field trips Staff conferences Reading/language center Student/teacher conferences Reading specialist, tutors



Language experience approach

Basal text instruction

No indication

#### 4. Program Location:*

Mean Number of Semester Hours Reported per Class

130 262 30

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

#### 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

226
45
72
26
20
0
24

Mean Number of Semester Hours Reported per Class

> 51 57 136



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 9

#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% 91% Non-Standard English

> Mean Number of Semester Hours

#### 8. Reading Approach:

Standard English

American Indian language or dialect

No indication

Spanish French

Japanese

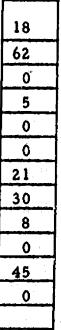
Reported per Class Meaning emphasis 30 Code emphasis 20 Linguistics 0 Modified alphabet 0 Responsive environment 17 Programmed learning 33 Individualized reading 21 Language experience Eclectic or teacher's own 30 0 Other No indication



#### 9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	
Other programmed instruction	
Gaming/simulation	ı
Instructional TV	
Interactive media	Į
Intensive involvement	
Discussion groups	ſ
Demonstration-performance	I
Lecture	
Contracts	[
Use of supplementary materials	
Other	
No indication	Γ





#### 10. Classroom Evaluation Procedures: Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or 8 all students to determine individual reading needs. The teacher has formulated or selected 9 specific objectives for each student. The teacher has formulated or selected 9 specific objectives for the entire class. The teacher has developed or identified an 9 instrument for measuring attitudes toward reading. The teacher has developed or identified an 7 instrument for measuring attitudes toward reading for the entire class. Performance of students is measured in 9 terms of objectives set for each individual. Performance of students is measured in 2 terms of objectives set for the entire class,

1

9

8

5

9

• Students are kept informed of their progress.

Visible records are kept of class performance.

Records of each student's performance are kept

Students are involved in self-evaluation.

with respect to each objective.

Parents are informed of students' progress.

No indication

11. Total Funding for 1972-73 school year: \$30,000



## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Acco	. •	nment /
	Į.	# 12 12 12 13 13 13 13 13 13 13 13 13 13 13 13 13	A DO	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	P S S S S S S S S S S S S S S S S S S S	
Project Objectives	SA STATE OF THE PARTY OF THE PA		4 /4 A			
STUDENT						
Student Attitude			<u> </u>	<u> </u>		
Student Behavior	X		X			
Student Reading Achievement	X		X			
Reading-Related Skills	<u> </u>		х			* .
TEACHER						
Teacher Competency			<u>L</u>			
Teacher Attitude						
Teacher Behavior						
PARENT/COMMUNITY	[					r
Parent/Community Involvement						
Parent Attitude						
PROGRAM						
Information Dissemination						
Individualization of Instruction	x	x				,
Innovations						
Inservice Training						
Additional Materials, Services or Personnel	x	x				

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

		200	/ 500	A /
		Sie Period Pariod National Par	Produce W. Paris P	Series Se
Major Area	15 A	AB	4 40	<b>\$</b>
STUDENT Reading Achievement			X	
Reading - Related Skills	X			
Social Skills				
Attitude				**
TEACHER	1	·		
Competency	X			
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY Support				
Involvement	<del>-  </del>		<u> </u>	<u> </u>
PROGRAM				
Success of Inservice Training			ļ	-
Program Flexibility			ļ.,	
Helpfulness of Technical Assistance			<u> </u>	
Significant Changes in Reading Approach				
Individualization of Instruction				,
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	CLEARL	Y	STATE	FINDINGS	
			·	-			

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

Min 4/0-40	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
endiver.	Increased emphasis on improving student attitude
-	More remedial help
	Increased effort to involve parents/community
4000	Increased school-parent communications
-	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
********	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
6 a.c.	Continued funding



SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

## School: 2801



## INDIVIDUAL SITE ASSESSMENT

		School:	2801			
		Grados:	K-6			:
١.	Sch	ool Characte	ristics	A	B C D E* 1	r r
	1.	Geographic	Region			
· ·		Minnesota	his region are: , Montana, Neb consin, Wyomi:	raska, Norti	ansas, Iowa, Mi h Dakota, South I	ssouri, Dakota,
	2,	Urban-Rur	al Index		•	
ve i e			Urban Sut	ourban X	Rural	- 1 ta
	3.	Student Por	oulation (Total S	School)		•
		• Total l	Reported Enroll	ment 446		*
			tudents in Eacl	-	•1 · · · · · · · · · · · · · · · · · · ·	ż
		Grade	No. of Students	s Grade	No. of Students	
		К	61	7		
		1	63	8		
		2	58	9		
		3	67	10		
		4	64	11		
		5	71	12		
-		6	62	<del></del>		
		• Studen	t Ethnicity (Tot	al School)	Percent	
			American Indi	an	7	
			Asian			
			Black			-
			Mexican Amer	rican	56	
			Puerto Rican			
			White		37	
			Other			
					<del></del>	



## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total Percent							
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	61	7		67			26	
1	63	7		67			26	
2	58	10		53			37	
3	67	9		58			33	
4	64	7	<u> </u>	47			46	
5	71	8		54			38	
6	62	1		63			36	
7						<del>                                     </del>		
8						<del>                                     </del>		
9	<u></u>				<del></del>		<u> </u>	
10					<b>*************************************</b>			
11								
12								<del> </del>
						<del>                                     </del>		
	<del>                                     </del>							,
			<del> </del>					
					<del>                                     </del>	<del> </del>		



	0	Grade Level (includes only levels for which data were		
		reported)	Mean Gain per Month	St. Dev.
		1	1.8	1.4
		2	1.2	0.9
		3	0.9	1.1
	•	4	1.0	1.3
		5	0.9	1.1
		6	0,8	1.5
	ß	Overall Mean Gain for S (means adjusted for diff		1.3
	Ö	Name of Standardized Test(s) Used	SRA	<del>o chadalan</del> aé M
Ri		Read Toacher Character	istics  21  Mean Rang	c
• •	Ago No.	Years Toaching Experie	parameter of the parame	
0	Sex		No. 2 19 90	
Et	hņicit	y Amr Ind Asian No. Porcent	Mexican Puerto  Black Amer Rican Whit  4 17 19 81	No o Other Indicat
De	gree	No. 20 M	IA or MS PhD Other	No Indication
	ea of	No. Educ Soc Sci	Human- Fine ities Arts Phys Sci N	No Math Other ca
		Read Reading		No leas Indigation
Jo	b Titl	e No. 1 1	er Spec Subject Ot	her Indication
- "	siden	Inner City U	rban Suburban Rural No	o Indication



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-3 2 ment 3 2 ïı In-service 5 4 7 Training 1 4 Reading Specialist 5 ΰ 4 1 5 Instructional 7 4 Materials 4

• .	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	
	Yes, if changes are made	
	Questionable '	-
	No	
	No Response	3

## D. Identification of Project Director

Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	No Title Indicated
	Х				

, <u>, , , , , , , , , , , , , , , , , , </u>	SHECH	veness of	Kigi	it To Read	i Ma	terials					
•	• 1	Program P (PPP)			_		Very	ul	Useful	Not Useful	No Indicatio
		,					x				
	r I	A document parent involveds and on aterials, and on redirect	objec and r	nent, iden ctives, ide programi o	itilic entif	ation a ication	nd prof ba	rior asic	itizing readin	of stude	nt aches,
Ways in	which	PPP was	use	d in progr	am:						*
Structus and Pla	ring nning	Identifica Student/T	tion 'eacl	of ner Needs	Ide of	ntifica Objecti	ion ves	Lis Pri	ting orities	Ongoin Eval,	g No Indicati
			•							÷	х
•		tatus and F i and RC)	Repo:	rting Cent	er	Very Useful	Use	ful	Not Useful	No Indica	tion
	***	document ent during hools and	DIGII	mine of ac	זוטוזי	ng the s	va lia			unity inv	olve-
Ways in		S and RC					ŕ	•	•		
Program	1 Stud	ent/Teach ls Assessr	e r	Tack	ents	Displ Progr	ay am I	Prog	gress S	Referenc Source	e
Forecast Outcome	Info s Diss	rmation semination	No Ind	ication					<del></del>		
			x				•				
			·								



## F. Technical Assistant Utilization

• Rating of Helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
		х		

## Technical Assistant Activities:

				_
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read		13. Observe classes	
	planning materials		14, Advise on parental	
4.	Work on the Unit Task Force		involvement	
5.	Develop Work Statement/		15. Recommend consultants	
	Proposal	-	16. Budget planning	-
6.	Develop or identify			
	curriculum materials	$\square$	17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read, Washington, D. C.	
8.	Diagnosis/prescription		Γ	
			19. Plan for 1973-74 program	
9.	Identify objectives	-	20. No indication of activity	
10.	Staff development	x		



### G. Parent Involvement

•	]	Extent	of
	. 1	Involve	ment

# High Medium Low No Indication

#### • Activities:

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	Read	ing i	s F	undan	nental
, .	=10=0				

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



## H. Teacher Aides

entage of	Teachers Reporting Aides	
Worked	in classrooms	100%
Were pa	id	100%
Weret	Parent	43 %
	Student teacher	
	Community organization member	10%
•	High school student	10%
	Other	480
		346
Турав о	f Activities Performed:	
Tutoring	students	_x
Marking	tests	X
Distribu	ting materials	X
Working	in small and large groups	X
Prepari	X	
Liaison	with parents and other outside personnel	X
Bus mor	nitoring	х
Supervio	sing recreational activities in or outside	X
Classro	om maintenance	X
Supervi	sing field trips	Х
Other _		
	Worked Were pa Were:  Average per sem Typas of Tutoring Marking Distribu Working Prepari Liaison Bus mor Supervis class Classro Supervis	Student teacher Community organization member High school student Other Average number of hours aides worked per semester Types of Activities Performed: Tutoring students Marking tests Distributing materials Working in small and large groups Preparing materials Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class Classroom maintenance Supervising field trips

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
7	14		



#### I, Program Characteristics

## 1.

1. Inservice Training:	
• Individuals respo	nsible for training:
Project Reading	al Assistant Team (TAT) members director specialist om teacher
Classroo Other sti	specialist/teacher om teachers  aff  fessionals  X
• Training areas- Learning theory Student background and self concept Language development Motor and perceptual skills Right to Read Program Diagnostic/prescriptive approach	Instructional approach Instructional materials Teaching techniques Classroom organization and management X Evaluation No indication



,	•	Training Methods:				
	•	Group or individual m	eetings, se	minars, wor	kahopa,	×
٠		School visitations, des	monstration	teaching, cl	assroom	
		University courses				
		Video taping, audio-vi	isuals, mul	i-media		
		No indication	·			
2.	Unit	Task Force Activities				
	Plan	ning Phase	·			* ur 39 40 1
	•	Rating of helpfulness:	Ver Helr		Not No Helpful Indi	
	•	UTF Members:				
			Consultan	te		П
			Administr	ators		
			Reading s	pecialist		
			Teachers			
			Parents			
			Others			
			No indicat	ion		x
	•	Frequency of meeting	<b>0</b>			
			Very	===	• •	No
		•	Frequent	Frequent	Infrequent	Indication
						<u> </u>
1						



4 Types	or vertarries:					
Meet with TATs  Develop proposal or work statement  Needs assessment  Develop diagnostic/prescrapproach  Identify objectives  Gather data  Complete PPP		Develop m Inservice ( Budget Information Develop te Evaluation No indicate	training on disseminates	ationX		
Implementat  Rating	ion Phase of Helpfulness:	Very Helpful H	Not elpful Help	No Indicatio	<u></u>	
• UTF n	nembers:					
	Readir Teach Paren Others No ind	distrators  ag specialis  ers  ts  dication	t	<u>x</u>		
• Freque	ency of Meetings	Very Frequent	Frequent	Infrequent	No Indic	atio



### • Types of Activities:

Review case histories

Student/teacher conferences

Staff conferences

Meet with TATs/consultants Develop criteria for student selection or placement Student diagnosis Identify tutors Inservice training Develop community involvement activities	Status and reporting activities Record progress Serve on special committees Review program progress Information dissemination Evaluation No indication	x
3. Components of Diagnostic/Pr	escriptive Approach:	
Individualized prescription Identification of student skill levels Teacher observation Contracts Individualized instruction Progress checklists Testing	X Supplementary materials Games, manipulatives Audio-Visual, Multimedia Commercially made programs X Student grouping Special classes X Skill sessions	X X X X

Field trips

No indication

Reading/language center

Basal text instruction

Reading specialist, tutors

Language experience approach



### 4. Program Locationi*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

## 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

## 6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

152
86
65

Mean Number of Semester Hours Reported per Class

256
33
59
9
44
90
63

Mean Number of Semester Hours Reported per Class

81	
a	_
74	

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported; 21

#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) Standard English 90% 13% Non-Standard English 60 13 American Indian 2 language or dialect No indication 12

> Mean Number of Semester Hours

#### 8. Reading Approach:

Spanish

French

Japanese

Reported per Class Meaning emphasis 39 Code emphasis 24 Linguistics 7 Modified alphabet Responsive environment 10 Programmed learning 22 Individualized reading 45 Language experience 36 Eclectic or teacher's own 35 Other 20 No indication



## 9. Techniques Used for Reading Instruction:

Other

No indication

Machine - based programmed instruction
Other programmed instruction
Caming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration - performance
Lecture
Contracts
Use of supplementary materials

Mean Number of Semester Hours Reported per Class



#### Classroom Evaluation Procedures: 10. Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or all students to determine individual reading needs. 20 The teacher has formulated or selected 14 specific objectives for each student. The teacher has formulated or selected 19 specific objectives for the entire class. The teacher has developed or identified an instrument for measuring attitudes toward reading. 4 The teacher has developed or identified an 7 instrument for measuring attitudes toward reading for the entire class. Performance of students is measured in

11

12

16

12

21

15

21

Records of each student's performance are kept with respect to each objective.
Students are kept informed of their progress.

terms of objectives set for each individual.

terms of objectives set for the entire class.

Visible records are kept of class performance.

Performance of students is measured in

Students are involved in self-evaluation.

Parents are informed of students' progress.

No indication

11. Total Funding for 1972-73 school year: \$30,000

## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			,, <i>إ</i>	<i>,</i> -	gree	shment	
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Sept A	According to the second		10 10 10 10 10 10 10 10 10 10 10 10 10 1	<b>/</b>
Project Objectives	SON W.			44/\$		54/	7
STUDENT							
Student Attitude	X		X	<u> </u>			
Student Behavior							
Student Reading Achievement	X	Х					
Reading-Related Skills	X	х				1	
TEACHER							
Teacher Competency							
Teacher Attitude							
Teacher Behavior							
PARENT/COMMUNITY							
Parent/Community Involvement						,	
Parent Attitude	x	x					
PROGRAM		1	]				
Information Dissemination							
Individualization of Instruction	х	х					
Innovations							
Inservice Training							
Additional Materials, Services or Personnel							

^{*}Site: may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

		Sie R. Paris Paris P. W. P. W. P. P. W. P. P. P. W. P.	A CO SE	To to de
Major Area	is a	15 2	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
STUDENT	,			
Reading Achievement	X			,
Reading-Related Skills				
Social Skills	Х			·
Attitude				
TEACHER				
Competency				
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support	l x			
Involvement	<del>                                     </del>			
PROGRAM				
Success of Inservice Training Program Flexibility	_	<del> </del>	<del> </del>	
Helpfulness of Technical Assistance		<del> </del>	<del> </del>	
Bignificant Changes in Reading Approach				
Individualization of Instruction	х			
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



## 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
X	Increased emphasis on improving student achievement
<u>x</u>	Increased emphasis on improving student attitude
******	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
-	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
•	Increased emphasis on improving teacher attitude
-	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



## School: 2901



## INDIVIDUAL SITE ASSESSMENT

	9	споон	6901	<del></del>		<del></del> ,			
	G	rados:	K-5	<del> </del>					
Scl	1001	Characte	ristics	A	В	С	D	E	F*
1.	Ge	ographic	Region						X
			his region are: ashington	Alaska, Ida	ho,	Gua	m,	Neva	ada,
2,	Ur	ban-Rura	al Indox						
			Urban Su	burban X	Ru	ral	]		
3.	Stu	dont Pop	ulation (Total	School)			-		
	•	Total F	Reported Enrol	lment 944					
	•	Total S	tudents in Eac	h Grade Lev	/el				
		Grade	No. of Student	s Grade	No	o, of S	Stud	ents	<u>.</u>
		K	133	_ 7					_
		1	154	8					_
		2	155	9					_
		3	152	10					_
		4	173	_ 11					-
		5	154	12					_
		6		_ Spec. Ed	•	23			_
	•	Student	Ethnicity (Tot	al School)	p,	orce	nt		
			American Indi	an		1			
			Asian			1			
			Black		•	9			
			Mexican Amer	cican		5			
			Puerto Rican		_		-		
			White			33			
			Other				_		
							_		



## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	133		13	11	2		75	
Ì	154	1	23	7	1		67	1
2	155		17	7	1		74	1
3	152		17	5	1		77	1
4	173	i	21	5	1		72	
5	154		17	10	2		71	
6								
7								
8								
9								
10								
11			<del></del>					
18						-   -   -   -   -   -   -   -   -   -		
Spec E	d. 23		22	9			65	
	1							



	(800 1000	ling Cains for 1972-73 Se Vol. II, V, A for detaile	chool Year# ed report)	
•		Grade Levol (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
		1	•	
		2	C. 8	1. 1
	,	3	0.9	1.
		4	C, 7	3
		5	6.6	1
		6	Order Spring and a series of the spring of t	We say to this second
	υ (	Overall Moan Gain for Si means adjusted for diffe	chool &	
	0 1	Name of Standardized Test(s) Used	MAT	••••••••••••••••••••••••••••••••••••••
Rig	ht to P	Read Teacher Characteri	istics	
	Total	Number Reported	7.5	(15년) - 12년 - 12년
		•	Mean Rango	#####################################
•	Age		32 22=55+	
<b>o</b> ·	No. Y	cars Teaching Exporien	training lawsthill to the contract of the cont	
•	Sux	,	No. 5 Fomale	
		Per	cont 36 64	
			<b>A A</b>	Nt.
Eth	ipicity	Amr Ind Asian I	Moxican Puerto Black Amer Rican White	No Other Indicatio
Eth		No. 2	Black Amer Rican White	
Eth		No. 2 Percent 15	Slack Amer Rican White	Other Indicatio
		No. 2 Percent 15  BA or DS MA	Slack Amer Rican White	
	p	No. 2   15   BA or BS MA	A or MS PhD Other	Other Indicatio
Deg	p gree	No. 2 15 BA or BS MA No. 2 15 Educ Soc Sci	A or MS PhD Other	Other Indication  No Indication  No In
Deg	p	No. 2 15  BA or BS MA No. 2 3  Reduc Soc Sci No. 13	Aner Rican White  7 78  A or MS PhD Other  Human- Fine ities Arts Phys Sci Ma	No Indication  No Indication  No Indication  No Indication
Deg	p gree	No. 2 15 BA or BS MA No. 2 15 Educ Soc Sci	Black Amer Rican White 7 78  A or MS PhD Other 2  Human- Fine ities Arts Phys Sci Martin Company g Bilingual Multi	No Indication  No Indication  No In the Cation  No
Deg Are Deg	p gree	No. 2 Percent 15  BA or BS MA  No. 2  BA or BS MA  No. 2  Feduc Soc Sci  No. 13  Read Reading	Black Amer Rican White 7 78  A or MS PhD Other 2  Human- Fine ities Arts Phys Sci Martin Company g Bilingual Multi	No Indication  No Indication  No In the Cation  No



Teacher Attitude Toward Right To Read Features No Indica-(figures indicate number of teachers responding) tion or Not Effectivenoss Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-1 2 2 10 mont In-service 6 4 1 4 Training Roading 7 3 4 1 Specialist Instructional 3 6 1 Materials

Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
Yes	14
Yes, if changes are made	
Questionable	
No	***************************************
No Response	1

## D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
					X



E. Elle	octiv	ones	10 8	Right	To Read	Ma	torials				<b>.</b>		
	. p	rogr PPP)	am P	lanni	ng Proce	dur	e 1	Very Uselu	1 (	Jaeful	Not Useful	No Indi	callon
	14									X			
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Vays in w		PPF	, was	usec	l in progr	am:		-					
Structurin and Plann		Ideni Stud	ifica ent/T	tion each	of er Needs	Ide	ntificat Objectiv	ion I	ist Pric	ing orities	Ongoir Eval,		o dication
X				X						X			
		1.5		lepor	ting Cent	er	Very Useful	Usei	ul	Not Useful	No Indica	tlon	
	(5	and l	RG)							¥	Property and the control of the cont	and the second	
	me	int at	iring	plan	charts g ning of ac t to Read	itivi	ties. An	d liai	sor	ı with s	unity in Surroun	volve	• • • • • • • • • • • • • • • • • • •
ays in wl	hich	S an	d RC	was	used:								
rogram S Planning N	Stude	ent/I	each essr	er nent	Task Assignm	ents	Displi Progr	ay am P	rog	ress S	Referen Source	Ce	
				¥									
orecast utcomes	Infoi Diss	mati emin	on ation	No Indi	cation			·				-	
				,				-				* -	



## F. Technical Assistant Utilization

Rating of Helpfulness:	Very Helpful Helpful	Not Helpful	No Indication
			X

## Technical Assistant Activities:

1.	Program planning		11 14244	<b>_</b>	7
2.	Program implementation		11. Identify alternate approaches 12. Develop team teaching		1
3,	Interpret Right to Read planning materials		13. Observe classes		1
4.			14. Advise on parental involvement		
5.	Develop Work Statement/ Proposal	x	15. Recommend consultants		
6.	Develop or identify	H	16. Budget planning		
	curriculum materials		17. Evaluation		] . [ •
7.	Needs assessment		18. Liaison with Right to Read,		
8,	Diagnosis/prescription	X	Washington, D.C.		-
9.	Identify objectives	П	19. Plan for 1973-74 program		
0.	Staff development	X	20. No indication of activity		ě,

## G. Parent Involvement

Workshops, conferences

	<ul> <li>Extent of Involvement</li> </ul>		High	Medium	Low	No Indicat	lon	
				x				
	• Activities:						depotent and described	
•	Unit Task Force		9. <u>R</u>	eading is	Funda	mental		,
•	Program planning			TA, open				
•	Program implementation  Develop materials			upplement				
	Purchase/repair materials		12. C	ommunity	relati	ons		
•	Aides, tutors, volunteers	X		formation		mination	X	
	Advisory council		14. N	o indicati	on			

## H. Teacher Aides

Per	centage of	Teachers Reporting Aides	
•	Worked	in classrooms	17 %
•	Were pa	id	4 %
• -	Were	Parent	4 %
		Student teacher	
		Community organization member	
		High school student	13%
		Other	
•	Average per sem		190
•	Types o	f Activities Performed:	
	Tutoring	g students	X
	Marking	testa	· Y
	Distribu	iting materials	. Y.
	Working	in small and large groups	L _V
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	
	Bus mor	nitoring	
	Supervi class	sing recreational activities in or outside	х
	Classro	om maintenance	X
	Supervi	sing field trips	x
	Other _		

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	4		



Motor and perceptual skills

Right to Read Program

Diagnostic/prescriptive approach

1.	Pro	gram Characteristics
1,	Inse	rvice Training:
	•	Individuals responsible for training:
		Consultants Technical Assistant Team (TAT) members Project director Reading specialist Classroom teacher No indication
		Individuals trained:
		Reading specialist/teacher  Classroom teachers  Other staff  Paraprofessionals  Parents  No indication
	•	Training areas
conce	t back	Instructional approach ground and self Instructional materials X Teaching techniques X

Classroom organization and management

Evaluation

No indication



	Training Methods:					
	Group or individual m	eetings	, som	ninars, wor	kshops,	
	School visitations, des observations	monstra	ation	teaching, c	lassroom	
	University courses					$\mathbf{x}$
	Video taping, audio-vi	isuals.	multi	-media		
	No indication					
Unit	Task Force Activities					
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1						
Plan	ning Phase	,	٠	•		
•	Rating of helpfulness:		Very Helpf	ul Helpful	Not No Helpful Indi	cation
						x
•	UTF Members:	:				
		Consu	ltantı	1		
		Admir		-		
				ecialist		No. of the second
		Teach	-			
		Paren	ts		•	
		Other	8			
		No inc	licati	on		X
•	Frequency of meeting	à;			<u>.</u>	
	•	Very				No
•		Frequ	ent	Frequent	Infrequent	Indication
						X

2,

Meet with TATs  Develop proposal or work statement  Needs assessment  Develop diagnostic/prescriptive approach [Information dissemination Develop tests Evaluation   No indication    Implementation Phase  Rating of Helpfulness:  Very Not No Helpful Helpful Indication  **Onsultants**  Administrators**  Reading specialist**  Teachers**  Parents**  Others**  No indication  **Others**  Information dissemination Develop tests Evaluation  No indication  **Others**  Information dissemination  No indication  **Others**  Information dissemination  No indication  **Others**  No indication  **Others**  Information dissemination  Information dissemination  No indication  **Others**  Information dissemination  Information dissemination  No indication  **		- types of Activ	11108;				•
• Rating of Helpfulnesa:  Very Not No Helpful Helpful Indication  Very Not No Helpful Helpful Indication  X  • UTF members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of Meetings:  Very Frequent Infrequent Indication	Develop patatement Needs ass Develop dapproach Identify of	roposal or work  essment iagnostic/prescriptive  bjectives		Inservice Budget Informat Develop Evaluation	training ion dissemitests	<del></del>	
Very Helpful Helpful Indication  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of Meetings:  Very Frequent Infrequent Infrequent Indication		Implementation Phas	<u> </u>				
Administrators  Reading specialist  Teachers  Parents  Others  No indication  Frequency of Meetings:  Very  Frequent Infrequent Indication						pful Indication	<u>2n</u>
Very No Frequent Infrequent Indicates			Admini Readin Teache Parent Others	strators g specialis rs	s <b>t</b>	X	
		• Frequency of M	feetings:	Very	Frequent		No Indication



### • Types of Activities:

Meet with TATs/consultants	le seeing and nemerical activities [
Develop criteria for student	Status and reporting activities
selection or placement	Record progress
Student diagnosis  Identify tutors Inservice training  Develop community involvement activities	Serve on special committees Review program progress Information dissemination Evaluation No indication
3. Components of Diagnostic/Presc	riptive Approach:
Individualized prescription	Supplementary materials
Identification of student skill levels X	l Particular de la constant de la co
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	]
Review case histories	Field trips

Reading/language center

Basal text instruction

No indication...

Reading specialist, tutors

Language experience approach



Staff conferences

Student/teacher conferences

#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

#### 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

### 6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

123	
,	
73	
20	
20	į
	1

Mean Number of Semester Hours Reported per Class

178	
89	
0	
8	
0	
14	
0	

Mean Number of Sem ter Hours Reported per Class

47
34
96



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

## 7. Classroom Language (All Classes Combined):

> Mean Number of Semester Hours Reported per Class

### 8. Reading Approach:

Standard English

Spanish French

Japanese

No indication

Non-Standard English

American Indian language or dialect

> 38 Meaning emphasis 59 Code emphasis Linguistics 0 Modified alphabet 8 Responsive environment 7 Programmed learning 36 Individualized reading 17 Language experience 24 Eclectic or teacher's own 3 Other No indication



## 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

Ż

10

14

3

0

35

54

20

7

31



## 10. Classroom Evaluation Procedures:

		Number of Classroom in Which Procedure Used
.e. ●	Diagnostic reading tests are used with most or all students to determine individual reading needs.	17
•	The teacher has formulated or selected specific objectives for each student.	19
•	The teacher has formulated or selected apecific objectives for the entire class.	20
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
•	Performance of students is measured in terms of objectives set for each individual.	17
•	Performance of students is measured in terms of objectives set for the entire class.	10
•	Visible records are kept of class performance.	12
•	Records of each student's performance are kept with respect to each objective.	18
•	Students are kept informed of their progress.	18
•	Students are involved in self-evaluation.	15
•	Parents are informed of students, progress.	20
•	No indication	
		<u> </u>

11. Total Funding for 1972-73 school year: \$30,000

## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		Degree of Accomplishment			
Project Objectives	So A A	Second Second	10 10 10 10 10 10 10 10 10 10 10 10 10 1		A STATE OF THE STA
STUDENT		· · · · · · · · · · · · · · · · · · ·	<u> </u>	<del></del>	
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills	Х	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	x	 _X_			
Parent Attitude					
PROGRAM					
Information Dissemination					· · · · · · · · · · · · · · · · · · ·
Individualization of Instruction					
Innovations			40.0		
Inservice Training		1			
Additional Materials, Services or Personnel					

[&]quot;Sites may have indicated program success under "Program Objectives" and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



## 2. Major Findings*

			To the life of the	A /
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보통 등 보고 있는 것이 되었다. 발생하는 것이 되었다.			3.34	
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Mujor Area	A A	Se la	THE PARTY OF THE P	The state of the s
STUDENT	***************************************			Y
Reading Achievement		х		
Reading-Related Skills	х			
Social Skills				
Attitude	Ж			
TEACHER	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Competency	X			
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support	x			
Involvement			<del></del>	
PROGRAM				
Success of Inservice Training Program Flexibility				
Helpfulness of Technical Assistance		<u> </u>		
Significant Changes in Reading	7			
Approach				
Individualization of Instruction	3 -			
Value of Assistance from Aides/Volunteers				

						and the second second second		and the second second	
~		-				 	FINDINGS		
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1.07		_		.,,	~~~~~~				

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



## 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

***************************************	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
****	Increased effort to involve parents/community
	Increased school-parent communications
erhands d	More staff training
-	More emphasis on diagnostic-prescriptive approach
**********	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
<del></del>	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
ومتوبياتة	Re-definition of needs
	Improved communication with HEW
-	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS X



# School: 3001

## INDIVIDUAL SITE ASSESSMENT

		School:	3001	· · · · · · · · · · · · · · · · · · ·		
		Grados:	7-9			
۸.	Sch	ool Characto	ristics			
	1.	Geographic	Ragion	A*	B C D E	Ţ,
		New Hamp	his region are: C shire, New Jerse rmont, Virgin Is	ey, New Yo	Maine, Mass ork, Puerto Ri	achusetts co, Rhode
	2.	Urban-Rura	al Indox			
			Urban Subu		Rural	
	3.	Student Pop	ulation (Total Sc	hool)		
		• Total R	Roported Enrollm	ent 1057		-
		• Total S	tudents in Each	Grade Leve	el .	
		Grado	No. of Students	Grade	No. of Student	8
		K		7	344	<del></del>
		1		8	325	<del></del>
		2		9	388	
		3		10		
		4		11		
		5		12		<del></del>
		6				-
		• Student	Ethnicity (Total	School)	Danasat	
			American Indian		Percent	
			Aslan			
			Black			
			Moxican Americ			
			Puerto Rican	all		
			White		100	
			Other		100	
			OTHER			



## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Orace Level and Ethnic Breakdown

3 ee	Total	Percent							
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Othor	
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7	344						100		
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9									
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11		<del> </del>		<del> </del>					
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		amo o est(s)	f Standa Used	rdizo	d		SRA Durre		eheni	sion,	SRA C	omį
Righ	t to Re	ad To	acher (	Charac	toris	tics	r e					
•	Total	Numbo	or Ropo	rted			<u></u>	1			•	
	Λgo No∴Yo	ears T	oaching	у Ехре	rionc	G	Mean 32 9 Male		22-5 2-28 2-28			<b>.</b>
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Ethni	•	No.	Amr I	nd Asi	an 131		Mexicar Amer		in W1		ther I	N
		ercent						1				<del></del>
Dogr	eo	No.	BA C	or BS	MA.	or y	is F	hD	Oth	or N	o India	atic
Area Degr		No.	Educ	Soc S		uman Lies	- Fine Arte			Mat	h Otho	N T
Job Title	,	No.	Read Spec		ding cher		ingual pec	Mult Subje 2		Other 6	N Indic	
	lentia	No.	Inner	City	Urba	ın S	uburba 2	n Ru	ral	No In	dicati	<u>on</u>



Teacher Attitude Toward Right To Read Feature's (figures indicate number of teachers responding)

15000-		غند د	-
Effec	13 V	ene	88

No Indication or Not Included

			E110011	Included		
	Excellent	Good	Adequato	Poor	Very Poor	in Program
Parent Involve- ment	1	2				8
In-service Training	4	3	1			3
Reading Specialist	4	3				4
Instructional Materials	4	3	1			3

•	Teacher	Preference	Regarding	Continuing to
	Teach in	Right To Re	oad Progra	m next year:

No: of Teachers:

Yes	8
Yes, if changes are made	2
Questionable	
No	
No Response	1
	-

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
					х

E. Effec	tiveness of Right			Very	Tractil	Not	No Indication
	Program Planni (PPP)	ing Proced	ure	Oseini	X	Oseidi	Indication
	(A document with parent involvement involvement and object materials, and pon redirection of	ient, ident tives, ide rogram oz	ification a ntification ganization	nd price of basins. Al	ritizing ic readin so suppli	of stude g appro ed infoi	ont aches, rmation
Structuring	ich PPP was used Identification ng Student/Teach	of	Identifica			Ongoi: Eval,	ng No Indicat
×			- 1 - 1 - 1 - 1				
	Status and Reports (S and RC)  (A document with	h charts g	uiding the	school		X nunity in	nvolve-
Vana in wh	ment during plan schools and Rigitich S and RC was	nt to Read,				surrou	nding
Program S	tudent/Teacher eeds Assessment	Task	Disp ents Prop		rogress	Refere Source	
	nformation No Dissemination Inc			· · · · · · · · · · · · · · · · · · ·			
		<b>~</b>		. 1			



## F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
		х		

Technical Assistant Activities:

1.	Program planning	11. Identify alternate approaches
2.	Program implementation	12. Develop team teaching
3.	Interpret Right to Read	13. Observe classes
4.	planning materials  Work on the Unit Task Force	14. Advise on parental involvement
5.	Develop Work Statement/ Proposal	15. Recommend consultants
6.	Develop or identify curriculum materials	16. Budget planning 17. Evaluation
7.	Needs assessment	18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription	
9.	Identify objectives	19. Plan for 1973-74 program
0.	Staff development	20. No indication of activity

#### G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms Were paid Weres Parent Student teacher Community organization member 69 High school student Other 30% Average number of hours aides worked per semester 112 Types of Activities Performed: Tutoring students X. Marking tests X Distributing materials X Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel X Bus monitoring Supervising recreational activities in or outside class Classroom maintenance Supervising field trips Other

 Teacher rating of aides¹ effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	1		

#### ı. Program Characteristics

## ı.

1. <u>In</u>	service Training:		
•	Individuals respo	ponsible for training:	
	Project Reading	ical Assistant Team (TAT) members it director ig specialist	x
•	Individuals train	med:	,
	Classro Other s	rofessionals s	X
•	Training areas		
concept Language Motor and Right to R	ckground and self development perceptual skills ead Program / prescriptive	Instructional approach Instructional materials Teaching techniques Classroom organization and management Evaluation No indication	X X X





. •	Training Methods:	
	Group or individual meeting conferences	s, seminars, workshops,
	School visitations, demonstrobservations	ration teaching, classroom
	University courses	
	Video taping, audio-visuals	, multi-media
	No indication	
Plar	nning Phase  Rating of helpfulness:	Very Not No Helpful Helpful Indication
		x
•	UTF Members:	
	Con	sultants
		ninistrators
		ding specialist

Teachers
Parents
Others

No indication

Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
L	<u> </u>	<u> </u>	<u> </u>



2.

1 ypes of Activi	ties:
ATs  posal or work  sment  nostic/prescriptive  ctives	Develop materials Inservice training Budget Information dissemination Develop tests Evaluation No indication X
Implementation Phase  Rating of Helpfu	•
• UTF members:	Consultants Administrators  Reading specialist  Teachers  Parents  Others  No indication
5	osal or work  ment nostic/prescriptive  tives  P  Implementation Phase

• Frequency of Meetings:

Very		No		
Frequent	Infrequent	Indication		
X		j i		
	Frequent X	Frequent Infrequent		



• Types of Activities;	
Meet with TATs/consultants	Status and reporting activities
Develop criteria for student selection or placement	Record progress  Serve on special committees
Student diagnosis	Review program progress
Identify tutors	Information dissemination
Inservice training	Evaluation
Develop community involvement activities	No indication X
3. Components of Diagnostic/Pres	
Individualized prescription	X Supplementary materials
Identification of student skill levels	Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	X Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors



Language experience approach

Basal text instruction

No indication

#### 4. Program Location:*

Reading is taught as a separate subject.

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

17	
80	
21	

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

	23
	0
	0
	14
	0
	17
1	63

Mean Number of Semester Hours Reported per Class

61
44
29

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 35



#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking (% of Time Language Used) Language) 100 % 94% Standard English 2 Non-Standard English Spanish French American Indian language or dialect Japanese No indication

## 8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

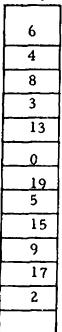
Mean Number of Semester Hours Reported per Class

7
3
1
0
7
10
10
2
2
53

#### 9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication





10.	Classroom Evaluation Procedures;	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	29
•	The teacher has formulated or selected specific objectives for each student.	16
•	The teacher has formulated or selected specific objectives for the entire class.	34
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	21
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	18
•	Periormance of students is measured in terms of objectives set for each individual.	11
•	Performance of students is measured in terms of objectives set for the entire class.	30
•	Visible records are kept of class performance.	26
•	Records of each student's performance are kept with respect to each objective.	16
•	Students are kept informed of their progress.	31
•	Students are involved in self-evaluation.	27
•	Parents are informed of students' progress.	31
•	No indication	

11. Total Funding for 1972-73 school year: \$50,000



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

#### 1. Project Objectives and Degree of Accomplishment *

•			<i>'</i> .	ee of plishment	/
	S. W. S.		Accom	10 10 10 10 10 10 10 10 10 10 10 10 10 1	
Project Objectives	STAN A		4/5,4	/ <del>≈</del> /	
STUDENT					
Student Attitude					•
Student Behavior					
Student Reading Achievement	X	Х			
Reading-Related Skills	λ	Х			
TEACHER					
Teacher Competency	х	Х			
Teacher Attitude		`			
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	x	x			
Parent Attitude			11		
PROGRAM					
Information Dissemination				]	
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



## 2. Major Findings*

		Site Resident Programmes W. P.	C. Ports W. Series Process C. Ports W. Series Process W. Series Process W. Series Process W. Series Process Pr	To John Work of More of the Mo
Major Area	13, 75	13.4	14. 2 2 C	*/
STUDENT				
Reading Achievement				
Reading-Related Skills				_
Social Skills	Х			,
Attitude				
TEACHER				
Competency				
Attitude	х			
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support	x			
lnvolvement				
PROGRAM				
Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance				
Significant Changes in Reading Approach				
Individualization of Instruction	Х			
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	<b>CLEARLY</b>	STATE	<b>FINDINGS</b>	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
********	More remedial help
<u> </u>	Increased effort to involve parents/community
	Increased school-parent communications
<u> </u>	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
<u>x</u>	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
-	Improved communication with HEW
	Continued funding
	- -



SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 3201





# INDIVIDUAL SITE ASSESSMENT

		Se	chool:_		3201							
		G	rades:		K-6							
A.	Sch	100l (	Charac	teristi	<u>cs</u>							
	1.	Geo	graphi	c Regi	on			A B	C	D*	E	F
		*Sta Ne	ites in w Mex	this reico, O	egion a klahom	re: Ari a, Tex	zona, <i>i</i> as	Arkan	ısas,	Cal	ifor	nia,
	2.	Urb	an-Ru	ral Ind	ex							
			ſ	Urbai	ا ا	Suburt	oan [	Rur	al	]		
	3,	C4	ا - د کست		ا لــــا 		ا لـــ	····	<del></del>	J		
	٦,	Stuc	ient Po	pulatio	on (Tota	al Scho	ool)					
		•	Total	Repor	ted Enr	ollmer	nt <u>569</u>					
		•	Total	Studen	ts in E	ach Gr	ade Le	vel				
			Grade	No. c	of Stude	nts	Grade	No	of S	tude	nte	
			K	6	6		7	. ===		Judo		
			1	6	2		8		·	~~~~ <u>~</u>		
			2	8	0		9					
			3	8	8		10					
			4	8	5	_	11	,				
			5	95	5		12			· · · · · · · ·		
			6	93	· · ·							
		•	Studen	t Ethni	city (T	otal So	hool)					
					,			Pe	rcen	t		
					ican In	dian		3	<u> </u>	_		
				Asian	-'					-		
				Black	•			1				
					an Am			5	9		8 9 1	
					o Ricar	n			<del></del>		ŧ	
				White				3	7			
				Other								



## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent '								
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
·K	66	12		65			23			
1	62			70			31			
2	80	6		71			23			
3	88	8		60			34			
4	85	7		55			28			
5	95	5		68			29			
6	93			65			33			
7										
8										
9										
10										
11										
12										
			,							



	Grade Level (includes only ) for which data reported)	word	Muan Gain per Monih	st. Dev.
	1			
	2		0.6	0.4
	3		0.4	0.7
	4		0,9	0.5
	5		0,6	0.6
	6		0.8	0,7
	Overall Mean C (means adjuste	iain for School d for differing	0.7	0.6
	Name of Standa Test(s) Used	a Significant Alian and the artification of the control of the	SAT	
	Read Teacher C I Number Repo		20	
• Age • No. 3	Years Teaching	Experience	Mean Range 22+55-	
	Years Teaching	Experience No. Percent	Mean       Range         32       22+55!         8       1-28         Malo       Female         1       19         5       95	
• No. Y	<u>A</u> mr In	No,	Mean Range    32   22-55    8   1-28     Male Female   19     5   95     Mexican Puerto   Amer Rican White	No
<ul><li>No. Y</li><li>Sex</li><li>Ethnicity</li></ul>		No. Percent	Mean Range  32 22-55-  8 1-28  Malo Female  1 19 5 95  Mexican Puerto Amer Rican White  5 14	
<ul><li>No. Y</li><li>Sex</li><li>Ethnicity</li></ul>	Amr In	No. Percent	Mean   Range	Other Indica 1 5
• No. Y • Sex Ethnicity	No. Amr In Percent BA o No. 16  No. 16  No. 18 Read	No. Percent  d Asian Black or BS MA or 3 Huma Soc Sci ities 2 Reading B	Mean   Range	Other Indica  I 5  No Indication  No th Other c  No
• No. Sex  Ethnicity  Degree  Area of	No. Amr In Percent BA o No. 16	No. Percent  d Asian Black or BS MA or 3 Huma Soc Sci ities 2 Reading B	Mean Range    32   22-55-    8   1-28     Malo Female   19     5   95     Mexican Puerto   Amer Rican White   5   14     25   70     MS PhD Other Parts   1     n- Fine   Arts Phys Sci Ma	Other Indica  I 5  No Indication  No th Other c  No

• Teacl	No Indica- tion or Not Included					
	Excellent	Good	Adoquate	Poor	Very Poor	in Program
Parent Involve- ment	5	7	3	1		4
In-service Training	2	1	7	9		1
Reading Specialist	5	5	6			4
Instructional Materials	5	7	7			

Teacher Pr Teach in Ri	eference Right To Res	Regarding Continuing to aid Program next year:	No: of Teachers:
		Yes	11
		Yes, if changes are made	3
		Questionable	4
		No	2
		No Response	

## D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	No Title Indicated
	х		Problems		



E. Effe	ctiveness of Rigi	t To Read	Materi			<b>N</b> .	
	• Program Planning Proced (PPP)		dure	Very Useful	Useful		No Indication
					x		
Vavs in wh	(A document with parent involver needs and object materials, and pon redirection ich PPP was use	nent, iden ctives, ide program o of existing	tificatio entificati rganizat resour	n and pri- on of bas ions. Al	oritizing ic reading so suppli	of stude g appro	ent aches, mation
Structuring		of	Identif	ication L	disting Priorities	Ongoir Eval,	ng No Indicatio
							x
	Status and Repo (S and RC)  (A document with ment during plant schools and Right	h charts g nning of ac ht to Read,	uiding the	tul Usef	in comm	unity in	volve -
rogram St	ich S and RC was tudent/Teacher eeds Assessment	Task	Di ents Pr	splay ogram P	rogress	Referen Source	ıce
orecast Ir utcomes D	nformation No dissemination Inc						<del></del> -
ANGER MEN Mari		×				w e	



## F. Technical Assistant Utilization

•	Rating	of H	elpful	ne <b>ss</b> :		Helpful	Not Helpful	No Indication
			5			<del>,</del> .	<del></del>	
M.								
			*		L	<u> </u>		

## • Technical Assistant Activities:

1,	Program planning	X	11.	Identify alternate approaches	
2.	Program implementation		12.	Develop team teaching	
3,	Interpret Right to Read	1 1 1	13.	Observe classes	
4,	planning materials  Work on the Unit Task Force	x,	14.	Advise on parental involvement	
5,	Develop Work Statement/ Proposal		15.	Recommend consultants	
6.	Develop or identify		16.	Budget planning	
<b>.</b>	curriculum materials		17.	Evaluation	X
7.	Needs assessment		18.	Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription	X	19.	Plan for 1973-74 program	
9.	Identify objectives	X			
10.	Staff development	X '	4U.	No indication of activity	لسا

#### G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication

X

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X



## H. Teacher Aides

Per	centage of	Teachers Reporting Aides	
•	Worked	in classrooms	86%
•	Were pa	id	57%
•	Were:	Parent	81%
		Student teacher	57%
	t tyre	Community organization member	
		High school student	14%
		Other	33%
•	Average per sem	number of hours aides worked	231
•	Types o	f Activities Performed:	
:	Tutorin	g students	X
	Marking	y tests	X
	Distrib	iting materials	X
	Working	g in small and large groups	X
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	X
	Bus mo	nitoring	Х
	Supervi class	sing recreational activities in or outside	X
	Classro	oom maintenance	X
	Supervi	sing field trips	X
	Other		X

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	8	·	



## I. Program Characteristics

## 1. Inservice Training:

Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

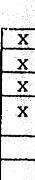
X

X

• Training areas

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

Instructional approach
Instructional materials
Teaching techniques
Classroom organization and
management
Evaluation
No indication



x x

X

X;

X

• Training Methods:				리 - 1명명 현 - 311. - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Group or individual moconferences	eetings, ser	ninars, wor	kshops,	$\begin{bmatrix} \mathbf{x} \end{bmatrix}$
School visitations, der observations	nonstration	teaching, cl	lassroom	
University courses				
Video taping, audio-vi	suals, mult	i-media		
No indication				
Unit Task Force Activities				
		*		
Planning Phase				
			i. Alika Kawa	
• Rating of helpfulness:	Very Help		Not No Helpful Indi	cation
			X	
	<b>——</b>			
• UTF Members:				
	Consultarit	8		
	Administr			$ \mathbf{x} $
	Reading s			
	Teachers			X
	Parents		· '	X
	Others			
	No indicate	lon	:	
		- <del></del>		
• Frequency of meetings	B:	٠.		
	Very			No
	Frequent	Frequent	Infrequent	Indicatio
		x		



2.

Types of Activities: Meet with TATs Develop materials Develop proposal or work Inservice training X statement Budget Needs assessment Information dissemination Develop diagnostic/prescriptive Develop tests approach Evaluation X Identify objectives

X

No indication

## Implementation Phase

Gather data

Complete PPP

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
	•		x

UTF members:

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			x



Ď	Types	of	Activ	vities:
---	-------	----	-------	---------

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student selection or placement	Record progress	7
Student diagnosis Identify tutors Inservice training Develop community involvement activities	Serve on special committees  Review program progress  Information dissemination  Evaluation  No indication	×
3. Components of Diagnostic/P	Prescriptive Approach:	
Individualized prescription Identification of student skill levels	Supplementary materials Games, manipulatives	
Teacher observation Contracts		X
Individualized instruction	Student grouping	X X
Progress checklists Testing	Special classes  X Skill sessions	
Review case histories		x

Reading/language center

Basal text instruction

No indication

Reading specialist, tutors

Language experience approach

Staff conferences

Student/teacher conferences

#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

102

Mean Number of Semester Hours Reported per Class

257

33

78

4

44

40

5

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

Mean Number of Semester Hours Reported per Class

19 33 97

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21

# 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Language)

99%

70%

15

8

3

Mean Number of Semester Hours

### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish

French

Japanese

No indication

Non-Standard English

Reported per Class Meaning emphasis 30 Code emphasis 22 2 Linguistics Modified alphabet 1 Responsive environment 13 Programmed learning 4 Individualized reading 12 Language experience 20 Eclectic or teacher's own 34 Other 8 No indication



# 9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

26
4
9
2
3
4
21
37
8

Machine-based progrinstruction	ammed
Other programmed in	struction
Gaming/simulation	
Instructional TV	
Interactive media	
Intensive involvement	
Discussion groups	
Demonstration-perfor	mance
Lecture	
Contracts	
Use of supplementary	materials
Other	:
No indication	



# 10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure

		Classi in Whi Proce Used
. 6	Diagnostic reading tests are used with most or all students to determine individual reading needs.	18
•	The teacher has formulated or selected specific objectives for each student.	14
•	The teacher has formulated or selected specific objectives for the entire class.	21
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
•	Performance of students is measured in terms of objectives set for each individual.	19
•	Performance of students is measured in terms of objectives set for the entire class.	11
•	Visible records are kept of class performance.	10
•	Records of each student's performance are kept with respect to each objective.	9
•	Students are kept informed of their progress.	16
•	Students are involved in self-evaluation,	10
•	Parents are informed of students progress.	20
PMEND NOT		1

11. Total Funding for 1972-73 school year: \$40,000

No indication

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			/ <u>/</u>	Acco	•	hment
Project Objectives	San in		Salar Strategy	10 0 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	\$   10 mm   10	
STUDENT						
Student Attitude	x	4 .	x			7 (2) (4.3) (4.3) (4.3) (4.3) (4.3)
Student Behavior	x		х			
Student Reading Achievement	х		х			
Reading-Related Skills	x		X			
TEACHER						
Teacher Competency						
Teacher Attitude						
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement	x	x				
Parent Attitude	x	X				
PROGRAM						
Information Dissemination						
Individualization of Instruction						
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



# 2. Major Findings*

		,		\$ /
				No vo
Major Area	W. R.	Site Reserved Findings W. R. R. R. R. C. O. T. 188	Finding Sets Finding Report 8	To Not No. No.
STUDENT				
Reading Achievement	x			
Reading - Related Skills	x			
Social Skills				
Attitude				
TEACHER Competency				
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY Support				
Involvement				
PROGRAM				
Success of Inservice Training			<del> </del>	
Program Flexibility	<del> </del> -	<del> </del>	<b></b>	
Helpfulness of Technical Assistance	<del> </del>	<del> </del>	<del>                                     </del>	
Significant Changes in Reading Approach				
Individualization of Instruction	ļ	<del> </del>	ļ	
Value of Assistance from Aides/Volunteers			·	

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	:

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



# 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

:	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding



# School: 3202

# INDIVIDUAL SITE ASSESSMENT

	School:	3202	·			
	Grades:	K-7				
. Sch	nool Characte	ristics				
1.	Geographic	Region	<u> </u>	B C	X   D* ]	E F
	*States in th	is region are: Ar o, Oklahoma, Te	izona, Ari	kansas,	Cali	forni
	1(011 11101110	o, o,uao,				
<b>2</b> ,	Urban-Rura	ıl Index				
		<del></del>	han	Rural		
		Urban Subur	Toan	Iturai	7	
3,	Student Pen	ulation (Total Sch	uool)			
J,						
		Reported Enrollm		<del></del>		
	• Total S	tudents in Each C	irade Leve	el		
	Grade	No. of Students	Grade	No. of	Stude	nts
· .	K	38	7	7	<u> </u>	
	. 1	36	8			
	2	52	9			
	3		10			
	4	45	11	-		:
	5	54	12		· 	· <del></del> ·
	6	59	ESL	16	<u> </u>	
	• Studen	t Ethnicity (Total	School)			
				Perc	ent	
e e e e e e e e e e e e e e e e e e e	•	American Indian				
		Asian				
		Black			_ ·	
:		Mexican Americ	an	70		
		Puerto Rican			<del></del>	
		White		30		
		Other				



#### B. Right to Read Student Characteristics

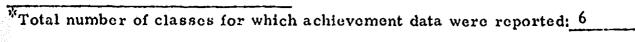
- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent									
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other			
K	38	•		74			26				
1	36			75			25				
2	52			75			25				
3	39			67			33				
4	45			62			38				
5	44		·	52			48				
6	59			66			34				
7	71			63			37				
8			1	<del>                                     </del>	<del>}</del>						
9											
10		<u> </u>									
11		1									
12											
ESL	16			100							
			<u>†                                     </u>								



, ,	Grade Level (includes only level for which data were reported)	e	Mean Gain	per Month	St. De	<u>v.</u>
	1					
•	2		0.9		0.9	<del></del>
	3		1.4		0.9	
	4		1.0		1, 1	<del></del>
	5	•	0.9		0.9	<del></del>
	6		0.8		1.4	
•	Overall Mean Gain (means adjusted for			es)	1.1	
•	Name of Standardiz Test(s) Used	zed	MAT,	CTBS	an Palatanan di mandan dan dan dan dan dan dan dan dan da	
Right to	Road Teacher Char		_			
• Age	al Number Reported  Years Teaching Exp		14 Mean 37 8 Male 3 22	Rang 22-55+ 1-21 Female 11 78	(e	•
• Ag	al Number Reported  Years Teaching Exp	perience No. Percent	Mean 37 8 Male 32 Mexican	22-55+  1-21 Female 11 78  Puerto Rican Whit		No ication
<ul><li>Ag</li><li>No</li><li>Sex</li></ul>	Years Teaching Exp	Perience No. Percent sian Black S MA or	Mean  37  8  Malc  3  22  Mexican  Amer  1  7  MS Ph	22-55+   1-21   Female   11	e Other Ind	tion
<ul><li>Ag</li><li>No</li><li>Sex</li></ul>	Years Teaching Exp  No. 1 Percent 7  No. 8  No. Educ Soc No. 12 1	Perience No. Percent sian Black S MA or 6 Huma	Mean  37  8  Malc  3  22  Mexican  Amer  1  7  MS Ph  an-Fine  Arts	22-55+   1-21   Female   11	No Indica	tion No Inc
<ul> <li>Ag</li> <li>No</li> <li>Sex</li> <li>Ethnicit</li> <li>Degree</li> <li>Area of</li> </ul>	Years Teaching Exp  Years Teaching Exp  No. 1 Percent 7  No. 8  No. 8  No. 1 Read R Spec T	Perience No. Percent sian Black S MA or 6 Huma	Mean  37  8  Malc  3  22  Mexican  Amer  1  7  MS Ph  an-Fine s Arts  Gilingual	22-55+   1-21   Female   11   78   Puerto   Rican Whit   12   86   D   Other   Phys Sci M   1   Multi	o Other Ind No Indica Math Other	tion No Inc

Reading Gains for 1972-73 School Years





3,

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included in Program Excellent Good Adequate Poor Very Poor Parent Involve-4 3 1 ment . In-service 3 2 9

4

4 .

Reading Specialist

Training

Instructional Materials

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No. of Teachers:
	Yes	8
	Yes, if changes are made	1
	Questionablo	1
	No	1
	No Response	

# D. Identification of Project Director

4

3

6

7

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	х				

	veness of Right			Very		Not	No
	Program Plannir PPP)	ig Proced	lure	Usefu	l Useful	Useful	Indication
p n n	document with parent involvement needs and object naterials, and pront of	ent, ident ives, iden ogram or	ificatio ntificati ganizat	n and pron of hadions. A	ioritizing sic readir lso suppli	of stude ig appro- led infor	nt aches, mation
Vays in which	PPP was used	in progra	am:				
Structuring and Planning	Identification o Student/Teache			ication ectives		Ongoin Eval	ig No Indicatio
	x						
3) 4.)	tatus and Reports and RC)  A document with	charts g	uiding t	eful Use	Not oful Useful X ol in comm	nunity in	volve -
s	ent during plant chools and Right	to Read,	tivities Washi	, and lia	ison with ), C,)	surroun	ding
Program Stud	n S and RC was a dent/Teacher ds Assessment	Task	D ents Pi	isplay rogram	Progress	Referen	ice
Forecast Info Outconies Dis	ormation No semination Indi	cation	:				
	X		·			•	



# F. Technical Assistant Utilization

• F	Rating of Helpfulness:	Helpful	Not Helpful	No Indication	
				х	

# Technical Assistant Activities:

		***********	•
1.	Program planning	x	11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3.	Interpret Right to Read		13. Observe classes
4.	planning materials  Work on the Unit Task Force		14. Advise on parental involvement
5.	Develop Work Statement/ Proposal	x	15. Recommend consultants
6.	Develop or identify curriculum materials		16. Budget planning 17. Evaluation
7.	Needs assessment	X	18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription	1 1	
9.	Identify objectives	х	19. Plan for 1973-74 program
16.	Staff development	$ \mathbf{x} $	20. No indication of activity



# G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication
- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 92% Were paid 85% Were: Parent 8% Student teacher 0% Community organization member 8% High school student 31% Other 62% Average number of hours aides worked 422 per semester Types of Activities Performed: Tutoring students X. Marking tests X Distributing materials X Working in small and large groups X Preparing materials Liaison with parents and other outside personnel X Bus monitoring X Supervising recreational activities in or outside X class Classroom maintenance Supervising field trips Other

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
7	5		

#### I. Program Characteristics

# 1.

1. Inservice Training:		
• Individuals respon	nsible for training:	
Project o Reading	al Assistant Team (TAT) members director specialist om teacher	x
<ul><li>Individuals traine</li><li>Reading</li></ul>	d: specialist/teacher	
Other sta	lessionals	x
• Training areas		
Learning theory Student background and self concept	Instructional approach Instructional materials Teaching techniques	x
Language development  Motor and perceptual skills  Right to Read Program	Classroom organization and management Evaluation	-
Diagnostic/prescriptive approach	X No indication	



•	Training Methods:	
	Group or individual meetings, seminars, workshops, conferences	x
	School visitations, demonstration teaching, classroom observations	x
	University courses	
	Video taping, audio-visuals, multi-media	X
	No indication	
Unit	Task Force Activities	
Plar	nning Phase	

•	Rating of helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
	UTF Members:				x

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	x

• Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
			x
	<u> </u>	<del> </del>	



2.

• Types of Activities:

Meet with TATs	x	Develop materials	
Develop proposal or work statement		Inservice training	
Needs assessment	х	Budget	
Develop diagnostic/prescriptive approach		Information dissemination Develop tests	
Identify objectives		Evaluation	
Gather data		No indication	
Complete PPP	x		

# Implementation Phase

Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			x

UTF members:

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			x



ė	Types	of A	Activities:
---	-------	------	-------------

Meet with TATs/consultants	Status and r	eporting activities X
Develop criteria for student selection or placement	Record prog	
Student diagnosis	1	cial committees
Identify tutors		ram progress dissemination
Inservice training	Evaluation	dissemination
Develop community involvement activities	No indication	1
3. Components of Diagnostic/P	escriptive Approach	
Individualized prescription		
Identification of student skill levels	Games, man	ry materials
Teacher observation		I, Multimedia
Contracts		ly made programs
Individualized instruction	Student grou	
Progress checklists	Special class	es
Testing	Skill session	s
Review case histories	X Field trips	
Staff conferences	Reading/lang	uage center
Student/teacher conferences		cialist, tutors
	Language ex	perience approach
,	Basal text in	struction

No indication



# 4. Program Location;*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

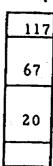
No indication

# 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

# 6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class



Mean Number of Semester Hours Reported per Class

_			
L	1	1	(
L	0		_
L	7	8	
L	2	9	
	1	2	
	8	7	
	0		
	_1	2	

Mean Number of Semester Hours Reported per Class

 _
34
51
72

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking (% of Time Language Used) Language) 95% 35% Standard English 2 Non-Standard English 0 Spanish 5 60 0 French American Indian 0 language or dialect Japanese 0 3 No indication

#### 8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Ectectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

36	
20	
4	
0	
8	
10	
9	
10	
29	
0_	



# 9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	10
Other programmed instruction	11
Gaming/simulation	6
Instructional TV	0
Interactive media	10
Intensive involvement	14
Discussion groups	27
Demonstration-performance	14
Lecture	3
Contracts	0
Use of supplementary materials	22
Other	3
No indication	



10.	Diagnostic reading tests are used with most or all students to determine individual reading needs.  The teacher has formulated or selected specific objectives for each student.  The teacher has formulated or selected specific objectives for the entire class.  The teacher has developed or identified an instrument for measuring attitudes toward reading.  The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.  Performance of students is measured in terms of objectives set for each individual.  Performance of students is measured in	Number of Classroom Which Procedure Used	n
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	9	
•		10	
•	The teacher has formulated or selected specific objectives for the entire class.	13	
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	3	
•	instrument for measuring attitudes toward	1	
•	Performance of students is measured in terms of objectives set for each individual.	11	•
•	Performance of students is measured in terms of objectives set for the entire class.	6	
•	Visible records are kept of class performance.	13	
•	Records of each student's performance are kept with respect to each objective.	8	
•	Students are kept informed of their progress.	12	
•	Students are involved in self-evaluation.	10	
•	Parents are informed of students' progress.	12	
•	No indication		

11. Total Funding for 1972-73 school year: , \$30,000



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				-	
			· · · L		ishment
			17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	To the state of th	De la
Project Objectives	SO W. S.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Right State of the	*/\\$ *
STUDENT	]				
Student Attitude				į.	
Student Behavior					7
Student Reading Achievement	x	x			
Reading-Related Skills	х	х			7
TEACHER					1
Teacher Competency	x	x	<i>.</i> .		
Teacher Attitude	х	x			7
Teacher Behavior					7
PARENT/COMMUNITY					1
Parent/Community Involvement					
Parent Attitude					1
PROGRAM					1
Information Dissemination					}
Individualization of Instruction	,				
Innovations					
Inservice Training					1
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

			<del></del>	
			ding Not feed Finding Office W. Satisfied in Section 18 18 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	A /
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Major Area	134	Sife Real Produits	Rinding Water Findings Robots W. W. Wellings	A STANT OF THE MOST OF THE OF
STUDENT				
Reading Achievement	X			
Reading-Related Skills				
Social Skills				
Attitude	****			
TEACHER				
Competency	х			
Attitude	X	ļ	,	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Teacher-Student Relations				
Teacher-Staff Relations		ļ		
PARENT/COMMUNITY				
Support				
Involvement				
PROGRAM				·
Success of Inservice Training		1	·	
Program Flexibility				
Helpfulness of Technical Assistance				
Significant Changes in Reading Approach				
Individualization of Instruction				
Value of Assistance from Aides/Volunteers				

SITE D	ID NOT	<b>CLEARLY</b>	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



# 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

****	More emphasis on reading-related skills
<u>X</u>	Increased emphasis on improving student achievement
-	Increased emphasis on improving student attitude
	More remedial help
******	Increased effort to involve parents/community
	Increased school-parent communications
<u>X</u>	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
-	More materials/equipment/personnel
-	Increased emphasis on improving teacher competency
-	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
·	Improved communication with HEW
-	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 3302



# INDIVIDUAL SITE ASSESSMENT

		P CHOOT:	3302	<del> </del>		
		Grades:	2-3			
٧.	Sch	ool Characto	ristics	ماد .	·	
	1.	Geographic	Region	A*	B C D	E F
. •		New Hamp	his region are: shire, New Je rmont, Virgin	rsey, New Yo	Maine, Mai ork, Puerto	ssachusetts Rico, Rhode
	2.	Urban-Rura	al Index			
			Urban Su	burban	Rural	
	3.	Student Pop	ulation (Total	School)		
			Reported Enrol tudents in Eac		<u>.</u> .1	
		Grade	No. of Student		No. of Stude	nte
		K	79	7	110.01 Dtude	11.5
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		2	113	9		يعشي
		3	101	10	<del></del>	- <del> </del>
		4	107		<del></del>	·
		5	107	_ 12		
		6	97	- _ Pre-K	29	· ·
		• Student	Ethnicity (Tot	Health	62	
		Student	Zimilerty (10t	ar Belloory	Percent	
			American Indi	an		
•			Asian			
			Black			
			Mexican Amer	rican		
			Puerto Rican		17	
			White			
			Othan			



# B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К								
1	1 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1							
2	68		83			17		
3	51		83			17		
4			33			<del></del>		
5								
6								
7			<del> </del> -					
8	7							
9								
10			<del> </del> -					<del> </del>
11		<del> </del>						
12								
}			<del></del>			-	<u></u>	
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			<del> </del>	<del>                                     </del>		-		



	•	(inclu	e Level ides only le hich data w				
		repor	ted)	·	Mean Gain	per Month	St. Dev.
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	•			ain for Scho	ool <u>0.7</u> ng class siz		0.4
			of Standaı				
			s) Used	urzeu	MAT		<del>                                      </del>
		:			· <del></del>	<del></del>	
	• N	ex		Experience N Perce d Asian Bla	o.   Male   1   20   Mexican		No Other Indicat
	Etimic	•	lo	1	L. Allor	3	
		Perce	ent	1 2	0	60	20
	_		BA o	r BS MA	or MS P	hD Other	No Indication
	Degre	e I	lo.	<u></u>			<u> </u>
•	Area	of	Educ	· · ·	man- Fine ies Arts	Phys Sci M	No ath Other ca
	Degre		lo. 4	1			
		•	Read	Reading	Bilingual	Multi	No Indication
	Job T	itle N	Spec	Teacher	Spec	Subject Oth	er Indication
	000 I		Inner	City Urba	n Suburbai	n Rural No	Indication
	Resid Index	ential N	lo. [	4			
				the second secon			



	ner Attitud es indicato			No Indica- tion or Not Included		
	Excellent	Good	Adequate	Poor	Very Poor	in Program
Parent Involve-		1	2			2
In-service Training		3	2			
Reading Specialist	1	2				2
Instructional Materials	3	2				

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	4
	Yes, if changes are made	1
	Questionable	
	No	
	No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist		Classroom Teacher	Other	No Title Indicated
	x		: 1	·		



			o Read	171010	11010						
		anning	Procee	dure		<del></del>			Not Useful	No India	ation
n n o	arent involueeds and ol naterials, and on redirecti	vemen ojection od pro on of e	es, iden es, ide gram or existing	ifica ntific rgani resc	tion an ation zation	schoo nd pri of ba s. A	l in s ioriti sic re lso s	zing adin uppli	of stude g appro- ed infor	nt aches mati	on
uring	Identificat	ion of		Iden	itificat bjecti	ion ves	Listir Prior	ng ities	Ongoir Eval.		dication
		x									
() m	S and RC) A document nent during	with c	harts g	er l uidin	X g the sies, as	schoo	l in c	omm	unity in	volve	
in whic	h S and RC	was u	sed:								
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A contraction of existing resources to suit which PPP was used in program:  The status and Reporting Center involves  Status and Reporting Center involves  (S and RC)  (A document with charts guiding the school ment during planning of activities, and liaschools and Right to Read, Washington, D in which S and RC was used:  The status and RC was used:  The	(A document with charts guiding the school in sparent involvement, identification and prioritineeds and objectives, identification of basic rematerials, and program organizations. Also son redirection of existing resources to support in which PPP was used in program:  Student/Teacher Needs of Objectives Prior X  Status and Reporting Center Useful Use	(A document with charts guiding the school in such a parent involvement, identification and prioritizing needs and objectives, identification of basic reading materials, and program organizations. Also supplie on redirection of existing resources to support the in which PPP was used in program:  turing Identification of Identification Listing lanning Student/Teacher Needs of Objectives Priorities  **X  Status and Reporting Center**  (S and RC)  (A document with charts guiding the school in commment during planning of activities, and liaison with schools and Right to Read, Washington, D. C.)  in which S and RC was used:  am Student/Teacher Task Display ling Needs Assessment Assignments Program Progress  X  ast Information No	Program Planning Procedure (PPP)  (A document with charts guiding the school in such areas a parent involvement, identification and prioritizing of stude needs and objectives, identification of basic reading appromaterials, and program organizations. Also supplied infor on redirection of existing resources to support the new profit which PPP was used in program:  Student/Teacher Needs of Objectives Priorities Eval.  (S and RC)  (A document with charts guiding the school in community in ment during planning of activities, and liaison with surroun schools and Right to Read, Washington, D. C.)  in which S and RC was used:  am Student/Teacher Task Display Reference ing Needs Assessment Assignments Program Progress Source  X  asst Information No	A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches materials, and program organizations. Also supplied information redirection of existing resources to support the new program in which PPP was used in program:  Student/Teacher Needs of Objectives Priorities Eval, Inc.  Wery Not No lanning Student/Teacher Needs of Objectives Priorities Eval, Inc.  X  Status and Reporting Center Useful Useful Useful Indication (S and RC)  (A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)  in which S and RC was used:  am Student/Teacher Task Display Reference ing Needs Assessment Assignments Program Progress Source  X  asst Information No



# F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication	
				X	

# Technical Assistant Activities:

: , : :					
. 1.··	Program planning		11.	Identify alternate approaches	
2.	Program implementation		12.	Develop team teaching	
3.	Interpret Right to Read		13.	Observe classes	X
	planning materials		14.	Advise on parental	
4.	Work on the Unit Task Force			involvement	_
5.	Develop Work Statement/	$ \mathbf{x} $	15.	Recommend consultants	
	Proposal	-	16.	Budget planning	
6.	Develop or identify	1 1		-uuger prammg	<b></b>
	curriculum materials		17.	Evaluation	
7.	Needs assessment	x	18.	Liaison with Right to Read,	]
8.	Diagnosis/prescription	$ \mathbf{x} $		Washington, D.C.	
0,	Diagnosis, prescription		19.	Plan for 1973-74 program	
9.	Identify objectives		20	<b>4.</b> 1 <b>4.</b> 1 <b>4</b> 1 <b>1.</b>	
10.	Staff development	$ \mathbf{x} $	40,	No indication of activity	



# G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication

#### Activities:

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

9.	Reading is Fundamental	
10.	PTA, open house, other traditional meetings	
11.	Supplementary activities	
12.	Community relations	

13. Information dissemination

14. No indication

X

#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 100 Were paid 100% Were: Parent Student teacher Community organization member High school student 209 809 Other Average number of hours aides worked 568 per semester Types of Activities Performed; Tutoring students X X Marking tests X Distributing materials X Working in small and large groups Preparing materials X X Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside X class X Classroom maintenance X Supervising field trips Other

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	4		

#### I. Program Characteristics

#### 1. <u>Inservice Training:</u>

Individuals responsible for training:

Consultants

Technical Assistant Team (TAT) members

Project director

Reading specialist

Classroom teacher

No indication

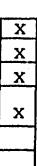
Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

• Training areas.

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

Instructional approach
Instructional materials
Teaching techniques
Classroom organization and
management
Evaluation
No indication



X



•	Training Methods:					
	Group or individual m	eetings,	semi	nars, wor	kshops,	
	School visitations, des	monstrati	on te	aching, cl	assroom	X
	University courses		V .		40 g	
	Video taping, audio-vi	isuals, m	ulti-	media		
	No indication	en Tarista. Grand				
1943年 1784年 1番17						
Unit	Task Force Activities					
Plan	ning Phase					1
•	Rating of helpfulness:		ery elpfu		Not No Helpful Indi	cation
•	UTF Members:	, <b>L</b>				
		Consult	ants			
		Adminis	strate	ors		
		Reading	spe	cialist		
		Teacher	. 8			
		Parents				
		Others				
		No indic	atio	ı		х
•	Frequency of meetings	<b>)</b> ;				
		Very		<b>-</b>	- 4	No
	•	Frequen	<u> </u>	Frequent	Infrequent	Indication
						x



2.

• Types of Activ	ities:				
Meet with TATs Develop proposal or work tatement Needs assessment Develop diagnostic/prescriptive pproach dentify objectives lather data Complete PPP	x	Inservi Budget	tests		on
Implementation Phase  Rating of Helpfu	-				
• UTF members:		Very Helpful	Helpful	Not Helpful	No Indication X
		strators g special rs	ist		X

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			x



• Types of Activities;	
Meet with TATs/consultants	Status and reporting activities
Develop criteria for student selection or placement	Record progress  Serve on special committees
Student diagnosis	Review program progress
Identify tutors	Information dissemination
Inservice training	<b></b>
Develop community involvement activities	Evaluation X No indication
3. Components of Diagnostic/Pro	
Individualized prescription	Supplementary materials
Identification of student skill levels	X Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping X
Progress checklists	Special classes
Testing	X Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors



Language experience approach

Basal text instruction

No indication

### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

No indication

## 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other

# 6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

	140
	100
l	
	60
	60

Mean Number of Semester Hours Reported per Class

200	
60	
60	
0	
0	
0	
200	
0	
,	

	0
I	0
ı	300
۱	



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% Standard English 12% Non-Standard English 58 Spanish French American Indian language or dialect Japanese 30 No indication

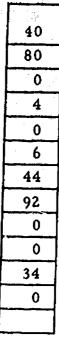
### 8. Reading Approach:

120 Meaning emphasis 20 Code emphasis 0 Linguistics 0 Modified alphabet 0 Responsive environment 120 Programmed learning 20 Individualized reading 20 Language experience Eclectic or teacher's own 0 Other 0 No indication



# 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication





#### 10. Classroom Evaluation Procedures: Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or 5 all students to determine individual reading needs, The teacher has formulated or selected 5 specific objectives for each student. The teacher has formulated or selected 5 specific objectives for the entire class. The teacher has developed or identified an 1 instrument for measuring attitudes toward reading. The teacher has developed or identified an instrument for measuring attitudes toward 0 reading for the entire class. Performance of students is measured in 5 terms of objectives set for each individual. Performance of students is measured in terms of objectives set for the entire class. 4 Visible records are kept of class performance. 5 Records of each student's performance are kept with respect to each objective. 5 Students are kept informed of their progress, 5 Students are involved in self-evaluation. 5

11. Total Funding for 1972-73 school year: \$30,000

Parents are informed of students' progress.

No indication

5



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Z	gree mpli	shment /
	So A N		2 / Q,	Acco		0   u   u   u   u   u   u   u   u   u
Project Objectives	S. A. S. S. A.			\$ 0 \ X	\$ / <del>\$</del>	
STUDENT						n in an
Student Attitude						
Student Behavior	х	х				
Student Reading Achievement	Х		Х			
Reading-Related Skills	X				$\mathbf{x}$	
TEACHER				,		
Teacher Competency	<u> </u>			<u> </u>		
Teacher Attitude	ļ					
Teacher Behavior				ļ.,		
PARENT/COMMUNITY	1	!				
Parent/Community Involvement	X				х	
Parent Attitude				·		
PROGRAM			-			
Information Dissemination						
Individualization of Instruction	X	х				
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



# 2. Major Findings*

			<del></del>	<del></del>
			/ &	8/ /
		Site Re Control 188	Finding War Co. P. Trading Co. B. Co.	9/2 /
등 수 있는 것이 있는데 이 것이 있다. 그 것이 없는데 그 것이 다른데 그 것이 없는데 그 없는데 그 것이 없는데 그 없는데 그 것이 없는데 그 없는데		47.5		
		19 3 /	Le chi	F. F. 8.
	/ 4	13 / no	The Warter Principle of the Principle of	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	1 2 6			8
Major Area	63 4	\ \( \text{if } \text{if } \)	14. 40 C	3/
STUDENT				
Reading Achievement				
Reading - Related Skills				
Social Skills				
Attitude				
TEACHER				
Competency				
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations	<del></del>	ļ		
PARENT/COMMUNITY		·		
Support				
Involvement				
PROGRAM				
Success of Inservice Training		<u>                                     </u>		
Program Flexibility				
Helpfulness of Technical Assistance				
Significant Changes in Reading Approach				•
Individualization of Instruction				
Value of Assistance from Aides/Volunteers				

SITE	DID N	TO	CLEARLY	STATE	<b>FINDINGS</b>	X
-				:		

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area. More emphasis on reading-related skills Increased emphasis on improving student achievement Increased emphasis on improving student attitude More remedial help Increased effort to involve parents/community Increased school-parent communications More staff training More emphasis on diagnostic-prescriptive approach More emphasis on individualization of instruction Expand program within school/school district More materials/equipment/personnel _X Increased emphasis on improving teacher competency Increased emphasis on improving teacher attitude Improved evaluation techniques Re-definition of needs

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

Improved communication with HEW

Continued funding



School: 3306



# INDIVIDUAL SITE ASSESSMENT

	S	chool:	3	306							in Species in
	· O	rados:		K-5	~			~~~~~			
Sol	001	Charact	oristic	<u>5</u>			1.18t en				
1.	Ge	ographic	Regio	<u>n</u>		C C	* в (]	<u> </u>	D	E	F
	N ₁	ates in t ew Ham; land, V	pshire,	New	Jersey	New	it, M York	laine, Pu	Me erto	Bea. Ric	chusetts o, Rhode
2.	Ur	ban-Rur	al Indo	<u> </u>				• • •			
			Urban		Subur	ban [	Ru:	ral			
3.	Stu	dent Po	pulation	1 (Tot	al Sch	ool)	-				
	•		Reporte Student		and the second second	nt <u>358</u> rade Le	vel				
		Grade	No of	Stude	nts	Grade	No	o of S	tude	nts	
		K		51		7	• •				
		.1		41	1	8					
		2		53		9					
		3		53	<u> </u>	10					
		4		75		11	*				
		5	-	85	<del></del>	12					
		. 6									·
		Studen	t Ethnic	city (7	Cotal S	chool)					
							<u>P</u>	ercer	<u>it</u>		
		*1	Ameri		idian				- · ·		
			Asian				****	<u> </u>	_		
			Black				-نىن		-		
,			Mexic			n.		<del></del>	-		
			Puerto	) Kica	n				-		
	,		White					9	-		
			Other								



# B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Road Students in Each Grade Level and Ethnic Breakdown

Grade	Total	Percent								
	Total No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
K	51						99			
1	41				<b>1</b>		99			
2	53				1		99			
3	53						99			
4	75				1		99			
5	85						99			
6										
7							No. 1			
8										
9			<u> </u>				•			
10										
11										
12		<del></del>								
<u></u>										
<del></del>										
							<del></del>			



3,		ading Gains for 1972-73 Sc o Vol. II, V, A for details	hool Years d report)	
	•	Grade Level ** (includes only levels for which data were reported)	Mean Goin per Month	St. Dev.
		1		
		2	**************************************	
		3	0.9	
		4		1,4
		5		••••
		6	1.2	1.0
	• ,	Overall Mean Gain for Sc	hool 1.3	1.4
		(means adjusted for differ Name of Standardized	ring class sives)	
		Tesi(s) Used	ITBS	
	. •		-	
C. Ri	ght to	Read Teacher Characteris	dice	
Library				
	Tot	al Number Reported	13 Mean Range	
6	Ago	1	40 22-55+	,
•	No.	Years Teaching Experience		
	Sex	•	Male Female	wa.Man-d
•	2637	Perc	No. $\frac{2}{16}$ $\frac{11}{84}$	
			ent 16 84	
Et.	hnicit	y Amr Ind Asian Bl	Mexican Puerto	No
		No. 1	ack Amer Rican White (	Other Indication
	·	Percent 9	91	
			or MS PhD Other N	lo Indication
) De	gree	No. 10	2	
Λ.	ea of		uman- Fine	No Inc
	gree	No. 12   I	ties Arts Phys Sci Mat	th Other catio
	_	Read Reading	Bilingual Multi	No
		Spec Teacher	Spec Subject Other	
) Jo	b Title		5 6	
Re	sident	ial No. Inner City Urba		ndication
Inc	lex		10	
Total nu	mber	of classes for which achie	vement data were reported:	
	·	clude combined grades		<del></del>

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness. Included Excellent Good Adequate Poor Very Poor in Program Parent Involveı 8 1 2 ment In-service 6 3 4. Training Roading 2 3 1 Specialist Instructional 10 3 Materials

•	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:		
	Yes	12		
	Yes, if changes are made	1		
	Questionable			
•	No			
	No Response			

# D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Othor	No Title Indicated	
				Ж		

Person from the state university



	• Program Planning Procedu				Useful	Not Useful	No Indication
				X			
	A document we barent involved to be and objusted and objusted and objusted in redirection	ement, ident ectives, ide I program of	ification a ntification ganization	nd pric of bas ns. Al	oritizing ic reading so suppli	of stude g appro ed infor	ent aches, mation
ays in which	n PPP was u	sed in progr	anı:				
tructuring nd Planning	Identification Student/Tea		Identifica of Object			Ongoir Eval,	ng No Indicatio
X			x				
	tatus and Rep 5 and RC)	porting Cent	Very er Usefu X	l Usef	Not ul Usefu	No l Indica	ıtion
, <b></b>	A document we sent during pl chools and Ri	lanning of ac	tivities, a	nd liai	son with	nunity in surroun	volve- ding
ays in which	n S and RC w	as used:					
rogram Stud lanning Nee	dent/Teacher ds Assessme	Task nt Assignm	Disp ents Prog	lay ram P	rogress	Referen	ıce
	X						
orecast Info utcomes Dis	ormation semination I	No ndication					



# F. Technical Assistant Utilization

•	Rating of H	elpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
				x		

• Technical Assistant Activities:

			<ul> <li>A service of the servic</li></ul>	
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read planning materials		13. Observe classes	
4.	Work on the Unit Task Force		14. Advise on parental involvement	X
5.	Develop Work Statement/ Proposal		15. Recommend consultants	
6.	Develop or identify curriculum materials		<ul><li>16. Budget planning</li><li>17. Evaluation</li></ul>	X
7.	Needs assessment	×	18. Liaison with Right to Read, Washington, D. C.	x
8.	Diagnosis/prescription		19. Plan for 1973-74 program	
9. 0	Identify objectives		20. No indication of activity	



# G. Parent Involvement

•	Extent of
	Involvement

# High Medium Low No Indication

#### Activities:

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

	and the second s		
$\sim$	Reading		
u	RADAINA	10 k'119	40 MAN191
<i>,</i>	1/Coullis	TO T. OIL	aamama
			************

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities

X

- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

X



# H. Teacher Aldes

Per	centage of	Teachers Reporting Aides	
•	Worked	929	
•	Were pa	sid	92%
•	Were:	Parent	38%
		Student teacher	54%
		Community organization member	15%
		High school student	23%
		Other	69%
•	Average per sem	number of hours aides worked	289
•	Types o	f Activities Performed:	
	Tutoring	g students	X
	Marking	tests	X
	Distribu	nting materials	X
	Working	g in small and large groups	Х
	Prepari	ng materials	Х
	Liaison	with parents and other outside personnel	Х
	Bus mo	nitoring	X
	Supervi class	sing recreational activities in or outside	х
	Classro	om maintenance	X
	Supervi	sing field trips	Х
	Other _		X

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	3		



#### I. Program Characteristics

# 1.

1.	Ingo	rvice Training:			
••	111067			•	
	•	Individuals respo	nsib	le for training:	
		Consulta	ints		X
		Technic	al A	ssistant Team (TAT) members	
		Project	dire	ctor	X
		Reading	spe	cialist	
		Classro	om t	eacher	
		No indic	atio	n ·	
	•	Individuals traine	d:	•	
	•	Reading	8pe	cialist/teacher	
		Classro	om t	eachers	X
		Other st	aff		
	•	Parapro	ſes <b>s</b>	ionals	х
		Parents			
		No indic	ation	n	
	•	Training areas			
Learn	ing the	ory		Instructional approach	х
		ground and self		Instructional materials	x
conce ₁	•		-	Teaching techniques	х
_	_	velopment		Classroom organization and	X
	-	erceptual skills		management	
		d Program		Evaluation	X
Diagno approa		prescriptive	x	No indication	



Training Methods:		•		
Group or individual me	etings, ser	ninars, worl	cahopa,	x
School visitations, den observations	nonstration	teaching, cl	assroom	
University courses	And the second s			
Video taping, audio-vi	suals, mult	i-media		
No indication				
Unit Task Force Activities				
Planning Phase				
• Rating of helpfulness:	Ver Help		Not No Helpful Indic	ation
	<u> </u>		x	
• UTF Members:				
	Consultant	s		
	Administr	ators		
	Reading s	pecialist		
	Teachers			
	Parents	•	.	
	Others			
	No indicat	ion	Į	×
• Frequency of meetings	<b>3:</b>			
	Very Frequent	Frequent	Infrequent	No Indication
		<u>x</u>		



Types of Activities:

Meet with TATs	x	Develop materials	X
Develop proposal or work statement		Inservice training	X
Needs assessment	X	Budget	
Develop diagnostic/prescriptive		Information dissemination	X
approach		Develop tests	
Identify objectives	x	Evaluation	X
Gather data		No indication	
Complete PPP	X		

### Implementation Phase

Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			х

• UTF members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others
No indication

Frequency of Meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
		<u> </u>	X



# • . Types of Activities:

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student	Record progress	
selection or placement	Serve on special committees	
Student diagnosis	Review program progress	
Identify tutors	Information dissemination	
Inservice training	Evaluation	
Develop community involvement activities	No indication	X

# 3. Components of Diagnostic/Prescriptive Approach:

	<del></del>		
Individualized prescription	X	Supplementary materials	
Identification of student skill levels	X	Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	
Contracts	X	Commercially made programs	X
Individualized instruction		Student grouping	X
Progress checklists		Special classes	
Testing	X	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
		Basal text instruction	X
		No indication	



## 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

### 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

# 6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

	152	
	108	
ľ	1	1
	69	
		1

Mean Number of Semester Hours Reported per Class

I	272	
	15	
	144	_
	6	_
	7	
	152	
	14	

Mean Number of Semester Hours Reported per Class

46	
91	
84	
	1

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking Language)

50%

45%

50

555

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis	47
Code emphasis	36
Linguistics	0
Modified alphabet	14
Responsive environment	26
Programmed learning	34
Individualized reading	29
Language experience	48
Eclectic or teacher's own	78
Other	35
No indication	[]



# 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

	_
43	
18	
0	
13	
1	
8	
28	
99	
8	
24	
72	
0	I
	I

10.	Classroom Evaluation Procedures:	
,		Number of Classrooms in Which Procedure
		Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
•	The teacher has formulated or selected specific objectives for each student.	8
•	The teacher has formulated or selected specific objectives for the entire class.	12
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	11
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
•	Performance of students is measured in terms of objectives set for each individual.	12
•	Performance of students is measured in terms of objectives set for the entire class.	11
•	Visible records are kept of class performance.	8
•	Records of each student's performance are kept with respect to each objective.	10
•	Students are kept informed of their progress.	12
•	Students are involved in self-evaluation.	12
•	Parents are informed of students, progress.	12
•	No indication	
		1

11. Total Funding for 1972-73 school year: \$50,000

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Acco	gree	shment /	7
Project Objectives	Son A S		To de la	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	\$   \$   \$   \$   \$   \$   \$   \$   \$   \$	O CO	
STUDENT					1-		:
Student Attitude		<u> </u>	L		ľ		
Student Behavior	х		X				
Student Reading Achievement	х		х				
Reading-Related Skills	х		х			1	
TEACHER	y Men wire		TO THE HERE				
Teacher Competency	x		X				
Teacher Attitude	х	X					
Teacher Behavior	Х	x					
PARENT/COMMUNITY			*				
Parent/Community Involvement	x		x				
Parent Attitude	х		-	X			
PROGRAM							
Information Dissemination						1.	
Individualization of Instruction	х	x					
Innovations	х	х					
Inservice Training						•	
Additional Materials, Services or Personnel							,

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

		\( \frac{1}{6} \)	/.9	A /
		Sic Re Continued of the Party Sta	A Service A Serv	STANDER OF STANDER
			33	10 0 10 10 10 10 10 10 10 10 10 10 10 10
			8 50 V	200
	1		& /38° }	**/
Major Area	1 13 4	/ 3 4	14 4 6	3/
STUDENT				
Reading Achievement				
Reading-Related Skills				
Social Skills				
Attitude				
TEACHER				
Competency				
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				
Involvement				
PROGRAM		1 1 1 1 1 1 1 1		
Success of Inservice Training	1			
Program Flexibility		<del> </del>		
Helpfulness of Technical Assistance			<del></del>	
Significant Changes in Reading	<del>                                     </del>			1
Approach	<b>_</b>			
Individualization of Instruction	<del> </del>	<b> </b>		
Value of Assistance from Aldes/Volunteers			,	

SITE	DID NOT	CLEARLY	STATE	<b>FINDINGS</b>	$\mathbf{X}$
		· ·			

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



# 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
-	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis or individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
<u> </u>	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 3402

# INDIVIDUAL SITE ASSESSMENT

	School: 3402			
	Grades: 1-3			
So	chool Characteristics			
1.	Geographic Region	A	B C* D	E F
	*States in this region are: A Kentucky, Louisiana, Miss Carolina, Tennessee	labama, F issippi, N	florida, Geo orth Carolin	rgia, a, Soutl
2,	Urban-Rural Index			
	Urban Subu		Rural	
3,	Student Population (Total Sci	hool)		
	Total Reported Enrollm	<del></del>		
	• Total Students in Each (		el	
	Grade No. of Students			
	K	Grade 7	No. of Stude	nts
	1 116	8	<del></del>	-
	2 99	ę.		<del></del> -
	3 96	10	,	<del></del>
	4	. 11		<del></del>
	5	12		
	6			
	• Student Ethnicity (Total	School)		
		3.3.3.7	Percent	
	American Indian			
	Asian			
	Black		40	
	Mexican America	n		
	Puerto Rican			
	White		60	
	Other .		,	

# B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	116		40				60	
2	99		40				60	
3	96		40				60	
4								
5								
6				-				
7		:	• · · · · · · · · · · · · · · · · · · ·					
8			<del> </del>				,	
9			h <del></del>					
10								
11								
12								
		:						
						1		



	Grado Level					
유. 회정되다. 11 - 기기 :	(includes only for which data	levels				in the state
	reported)		Mean G	uin per Mont	th St.	Dev.
	1					2007
	2		•	0.9		
	3		Bullindon or any	1,0		-
·.	4		**************************************		\$ 0 2-1- 0mm	<del></del>
	5	•			****	•
	6				<del>- Continues de la continue</del> s de la continue de la	-
•	Overall Mean (means adjuste	Gain for Sch	iool	0.9 izes)	0.	8
• •	Name of Standa Test(s) Used	ardized	CA'			
	* corta) Osed					,
				<del></del>		
Diahaa	D = 1 m 1				· · ·	
Right to	Read Teacher (	Characteris	lics			
	Read Teacher (		tics 4	1		
• Tota			4 Mean	<u> </u>		
<ul><li>Tota</li><li>Age</li></ul>	al Number Repo	rted	4 Mean 46	37	nge -55+	
<ul><li>Tota</li><li>Age</li></ul>		rted	4 Mean 46	37 16-28		
<ul><li>Tota</li><li>Age</li></ul>	al Number Repo	rted Experience N	4 Mean 46 21 Male	37 16-28		
<ul><li>Tota</li><li>Age</li><li>No.</li></ul>	al Number Repo	rted Experience	4 Mean 46 21 Male	37 16-28 Female		
<ul><li>Tota</li><li>Age</li><li>No.</li><li>Sex</li></ul>	il Number Repo Years Teaching	rted Experience N Perce	Mean 46 21 Male	37   16-28   Female   14   100	55+	No
<ul><li>Total</li><li>Age</li><li>No.</li><li>Sex</li></ul>	Number Repo	rted  Experience  N  Perce	Mean 46 21 Male to. nt Mexican ack Amer	I 37 I 16-28 Female I 14 I 100 Puerto Rican Wh	55+	No Indicat
<ul><li>Total</li><li>Age</li><li>No.</li><li>Sex</li></ul>	il Number Repo Years Teaching Amr In	rted  Experience  N  Perce  d Asian Bla	Mean 46 21 Male	37   16-28   Female   14   100	ite Other	No Indicat
<ul> <li>Tota</li> <li>Age</li> <li>No.</li> <li>Sex</li> </ul>	No.  No.  Percent  BA o	Experience N Perce	Mean  46  21  Male  No.  nt  Mexican  Ack Amer	37   16-28   Female   14   100   Puerto   Rican Wh	ite Other	Indicat
<ul><li>Total</li><li>Age</li><li>No.</li><li>Sex</li></ul>	No. Amr In	Experience N Perce  d Asian Bla or BS MA	Mean  46  21  Male  o.  nt  Mexican  ack Amer  2  or MS  F	37   16-28   Female   14   100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     100     1	ite Other	Indicat
<ul> <li>Tota</li> <li>Age</li> <li>No.</li> <li>Sex</li> </ul>	Years Teaching  No.  Percent  BA o	Perce  Id Asian Bla  or BS MA  Hu	Mean  46  21  Male  No.  Mexican  Ack Amer  2  Or MS  Fine	37   16-28   Female   14   100     100       2     5	ite Other	cation No
<ul> <li>Tota</li> <li>Age</li> <li>No.</li> <li>Sex</li> <li>Ethnicity</li> <li>Degree</li> </ul>	No.  No.  Percent  BA o	Perce  Id Asian Bla  or BS MA  Hu	Mean  46  21  Male  o.  nt  Mexican  ack Amer  2  or MS  F	37   16-28   Female   14   100     100       2     5	ite Other	cation No
<ul> <li>Tota</li> <li>Age</li> <li>No.</li> <li>Sex</li> <li>Ethnicity</li> <li>Degree</li> <li>Area of</li> </ul>	No.  Percent  BA o  No.  Educ	Experience N Perce  d Asian Bla or BS MA ( Hu Soc Sci it:	Mean  46  21  Male  o. mt  Mexican  ack Amer  or MS  pr MS  man-Fine  ies Arts	Female 14 100  Puerto Rican Wh 2  PhD Othe Phys Sci	ite Other  o No Indi  Math Oth	cation No
<ul> <li>Age</li> <li>No.</li> <li>Sex</li> <li>Ethnicity</li> <li>Degree</li> <li>Area of Degree</li> </ul>	Years Teaching  No.  Percent  No.  Educ  No.  Read  Spec	Experience N Perce  Id Asian Bla or BS MA ( Hu Soc Sci it	Mean  46  21  Male  No.  Mexican  Ack Amer  2  Or MS  Fine	Id-28 Female 14 100 Puerto Rican Wh 2 5 PhD Othe Phys Sci Multi Subject C	ite Other  No Indi  Math Oth	cation
<ul> <li>Tota</li> <li>Age</li> <li>No.</li> <li>Sex</li> <li>Ethnicity</li> <li>Degree</li> <li>Area of</li> </ul>	Years Teaching  No. Percent  No. Educ  No. Read  Spec  No.	rted  Experience  Perce  Id Asian Bla  or BS MA  Hu  Soc Sci it:  Reading  Teacher	Mean  46  21  Male  No.  Mexican  Ack Amer  Or MS  Fine  ies Arts  Bilingual  Spec	Female  14 100  Puerto Rican Wh  2 5  PhD Othe  Phys Sci Multi Subject C	ite Other  No Indi  Math Oth	cation No.er ca
<ul> <li>Age</li> <li>No.</li> <li>Sex</li> <li>Ethnicity</li> <li>Degree</li> <li>Area of Degree</li> </ul>	Years Teaching  No. Percent  No. Educ  No. Read Spec  No.	rted  (Experience  N Perce  Id Asian Bla  or BS MA  Hu Soc Sci it  Réading Teacher	Mean  46  21  Male  o.  nt  Mexican  ack Amer  or MS  man-Fine  ies Arts  Bilingual  Spec	Female  14 100  Puerto Rican Wh  2 5  PhD Othe  Phys Sci Multi Subject C	ite Other  No Indi  Math Oth	cation  No er ca lo cation

		ures indicate number of teachers responding)  Effectiveness						No Indica- tion or Not Included		
		Excelle	nt Good	Adequate	Poor	Very F	1	rogram		
Paren ment	t involve			3	· · · · · · · · · · · · · · · · · · ·			1		
In-ser Traini		3		1				·		
Readi: Specia		3		1				PROFESSOR SALES AND ASSOCIATION ASSOCIATIO		
Instru Mater	ctional ials	3		1				·		
		acher Pref ach in Righ						No: of Teachers:		
				Yes			[	3		
				Yes, if o	hange	s are m	ade	1		
				Question	able					
	•			No						
			•	No Respo	nse		Ī			
D.	Identifica	tion of Pro	oject Dir	ector			ı			
	District Supt.	Principal	Reading Speciali			ssroom cher	Other	No Title Indicated		
			<del></del>		1		I			

E. Eilec	tiveness of Righ	t To Read	Material				
	Program Plann (PPP)	ing Proce	dure	Very Usefu	1 Useful		No Indication
					X		
Vave in whi	(A document with parent involvent needs and object materials, and properties on redirection of the parent was use	nent, iden stives, ide program of of existing	tification ntification rganization resource	and pri n of bai ons. A	loritizing sic readin lso suppli	of stude g appros ed infor	nt Aches, mation
Structuring		of	Identific	ation I	Listing Priorities	Ongoin Eval,	g No Indicatio
X	x						
	Status and Repo (S and RC) (A document with ment during plan schools and Righ	h charts go	uiding the	school	l in comm	unity in	volve -
rogram Sti	ch S and RC was udent/Teacher eds Assessment	Task	Dis _i	play		Referen	Св
x	x	, reelkiiii	anta Proj	grain P	rogress	Source	
orecast In utcomes Di	formation No ssemination Ind						
		·					



### F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
				х

	• Technical Assista	nt Activities:	
1. 2.	Program planning  Program implementation	11. Identify alternate approx	aches
3.	Interpret Right to Read planning materials	13. Observe classes 14. Advise on parental	
4. 5.	Work on the Unit Task Force  Develop Work Statement/ Proposal	involvement  15. Recommend consultants	
6.	Develop or identify curriculum materials	16. Budget planning 17. Evaluation	
7. 8.	Needs assessment  Diagnosis/prescription	18. Liaison with Right to Re Washington, D.C. 19. Plan for 1973-74 progra	
9. 10.	Identify objectives Staff development	20. No indication of activity	



#### G. Parent Involvement

	• Extent of Involvement	High Medium Low No Indication
		х
	• Activities:	
1.	Unit Task Force	9. Reading is Fundamental
2.	Program planning	10. PTA, open house, other
3.	Program implementation	traditional meetings
4.	Develop materials	11. Supplementary activities
5.	Purchase/repair materials	12. Community relations
6.	Aides, tutors, volunteers	13. Information dissemination
7.	Advisory council	14. No indication
8.	Workshops, conferences	



8.

#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 100 Were paid 75 Were: Parent Student teacher Community organization member High school student Other 50 Average number of hours aides worked per semester 574 Types of Activities Performed: Tutoring students X Marking tests X Distributing materials X Working in small and large groups X Preparing materials X X Liaison with parents and other outside personnel Bus monitoring Х Supervising recreational activities in or outside class X Classroom maintenance X Supervising field trips X Other

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
3	1		



### I. Program Characteristics

### 1. <u>Inservice Training</u>:

Individuals responsible for training:

Consultants

Technical Assistant Team (TAT) members

Project director

Reading specialist

Classroom teacher

No indication

#### Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

#### • Training areas.

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

Instructional approach
Instructional materials
Teaching techniques
Classroom organization and
management
Evaluation
No indication

X

X

X



 $\overline{\mathbf{X}}$ 

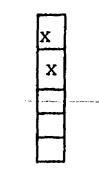
•	Training Methods:		
	Group or individual meetings,	seminars, workshops,	

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication



#### 2. Unit Task Force Activities

#### Planning Phase

• Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
	Х		

UTF Members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others
No indication

Frequency of meetings;

Very			No
Frequent	Frequent	Infrequent	Indication
		х	
<u> </u>		- <u> </u>	_ <u></u>



Meet with	rATs			Develop m	aterials		
Develop proposal or work statement  Needs assessment  Develop diagnostic/prescriptive approach		х	Inservice training Budget				
			_	n dissemina	ution		
			Develop te	ats			
Identify of	oje <b>ct</b> ive	8		Evaluation			
Gather da	ta			No indicat	ion	· L_	
Complete	PPP						
	lmp	lementation Phas	<u>se</u>				
	•	Rating of Help	fulness:				
				Very Helpful H		No ful Indication	
	•	UTF members	; <b>:</b>				
			Consu	ltants		П	
			Admin	istrators			
				ng specialis	t		
			Teach	-			
			Paren	ts			
			Others	3			
			No ind	ication		X	
	•	Frequency of	Meetings				
				Very Frequent	Frequent	Infrequent	No Indicatio
						х	
				L	I	I	ſ

Types of Activities:



• Types of Activities;	
Meet with TATs/consultants	Status and reporting activities
Develop criteria for student selection or placement	Record progress  Serve on special committees
Student diagnosis	Review program progress X
Identify tutors	Information dissemination
Inservice training	Funlantian
Develop community involvement activities	No indication
3. Components of Diagnostic/Pre Individualized prescription	Supplementary materials
Identification of student skill levels	
Teacher observation	Games, manipulatives Audio-Visual, Multimedia
Contracts	Commercially made programs X
Individualized instruction	Student grouping
Progress checklists	Special classes
Testing	Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center x

Reading/language center

Basal text instruction

No indication

Reading specialist, tutors

Language experience approach



Student/teacher conferences

#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

#### 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

### 6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

ſ	148	_
	13	
	6	
t		

Mean Number of Semester Hours Reported per Class

107
0
158
0
0
6
0

Mean Number of Semester Hours Reported per Class

31
98
38

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 4



### 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Language)

100 %

83 %

#### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

54	_
20	
5	
0	
5	
5	
9	
11	
82	
0	
	1



### 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication



10.	Classroom Evaluation Procedures:	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	4
•	The teacher has formulated or selected specific objectives for each student.	4
•	The teacher has formulated or selected specific objectives for the entire class.	3
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	1
• '	Performance of students is measured in terms of objectives set for each individual.	4
•	Performance of students is measured in terms of objectives set for the entire class.	3
•	Visible records are kept of class performance.	4
•	Records of each student's performance are kept with respect to each objective.	4
•	Students are kept informed of their progress.	4
•	Students are involved in self-evaluation.	4
•	Parents are informed of students! progress.	

Total Funding for 1972-73 school year: \$40,000 11.

No indication



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

### 1. Project Objectives and Degree of Accomplishment *

				<i>,</i> .	gree of	
	SO AN A		S S S S S S S S S S S S S S S S S S S	According to the second		\$
Project Objectives	SA TO	7/42		4 4	\$/\$\]	
STUDENT			,			
Student Attitude	х	X				•
Student Behavior	x	х				
Student Reading Achievement	X	Х				
Reading-Related Skills	X			X		
TEACHER						
Teacher Competency	x				$\mathbf{x}$	
Teacher Attitude						
Teacher Behavior						
PARENT/COMMUNITY						
Parent/Community Involvement	$\mathbf{x}$		х			
Parent Attitude						
PROGRAM						
Information Dissemination						
Individualization of Instruction						
Innovations						
Inservice Training	Х	Х				
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

		Siried Finding Siried Finding Sire B.	Principal Princi
Major Area	18 18 18 18 18 18 18 18 18 18 18 18 18 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
STUDENT			
Reading Achievement	X		
Reading - Related Skills		X	
Social Skills	_ <u>  X</u> _		
Attitude	_ <b>_ X</b>		
TEACHER Competency			
Attitude			
Teacher-Student Relations	T _x		
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training	x		
Program Flexibility	X		
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

						INGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

y	fore emphasis on reading-related skills
I	ncreased emphasis on improving student achievemen
I	ncreased emphasis on improving student attitude
V	Aore remedial help
1	ncreased effort to involve parents/community
I	ncreased school-parent communications
٨	Nore staff training
λ	More emphasis on diagnostic-prescriptive approach
У	More emphasis on individualization of instruction
E	Expand program within school/school district
٨	Nore materials/equipment/personnel
I	ncreased emphasis on improving teacher competency
Į	ncreased emphasis on improving teacher attitude
I	mproved evaluation techniques
P	Re-definition of needs
L	mproved communication with HEW
C	Continued funding



### School: 3801



### INDIVIDUAL SITE ASSESSMENT

	School	3801	·		
	Grade	1-6			
Scl	iool Chara	ictoristics			
1.		hic Region	A	BC	DE
			L		ll
	*States of Oregon	n this region are: . Washington	Alaska, Ida	iho, Guai	m, Nev
. 4					
2.	Urban-F	lural Indox			* **
		Urban Sub	urban	Rural	
			x		}
3.	Student	Population (Total S	ohool)		
•			Taring Taring	t e e	100
*.	the state of the state of the	al Reported Enroll	***************************************		
	• Tota	al Students in Each	Grade Lux	/el	
,	Gra	de No. of Students	Grade	No. of S	tudent
	K		7		
	1	71 73	8		
	2	<del></del>	. 9		
	3	67	. 10	<del></del>	<del>,,,</del> -
	<b>4</b> 5	85	. 11		
	6	91	. 12	-	
	.*		• .		
	Stud	ent Ethnicity (Tota	1 School)	Percei	nt.
		American India	n	3	<del></del> ,
	•	Asian			
		Black			
		Mexican Ameri	can	2	_
		Puerto Rican`			_
		White		96	<b>-</b>
		Other			_



### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent								
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
K										
	3 <i>A</i>						100			
2	30						100			
3	33		3				97			
4	30						100			
5	33	3					97			
6	32				3		97			
7										
8										
9										
10										
11										
12										



	Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
	1		
	2	1.1	0.5
	3	2.3	1.0
	<b>.4</b>	i. 0	0.8
	5	1.8	1, 1
	6	2.5	1.0
•	Overall Mean Gain for Sc (means adjusted for diffe		1.0
	Name of Standardized Test(s) Used	SAT	
• T	to Read Teacher Characteric Cotal Number Reported Age No. Years Teaching Experience	20	
		Male Female No. 2 18	
Ethnic	city Amr Ind Asian B	Mexican Puerto lack Amer Rican White	
	Percent 5 5		18 90
Degre	BA or BS MA	or MS PhD Other	No Indicatio
	of Educ Soc Sci		th Other of No
Area Degre	Read Reading	•	
	Spec Teacher	r Spec Subject Othe	r Indication



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indica. tion or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-6 7 3 ment In-service Training 9 4 1 5 Reading Specialist 8 10 1 l Instructional 6 11 Materials 2 1 Teacher Preference Regarding Continuing to No: of Teach in Right To Read Program next year: Teachers: Yes 15 Yes, if changes are made 4 Questionable No No Response D. Identification of Project Director

District Supt.		Reading Specialist	Reading Teacher	Classroom Teacher	No Title Indicated
	х				



E. Effec	tiveness of Righ	t To Read	Materials				
	Program Plann (PPP)			Very	Useful	Not Useful	No Indication
				1	X		
	(A document with parent involven needs and object materials, and properties on redirection of the contraction of the contractio	ctives, identifications of existing	ntification a ntification ganization resources	of basi	ritizing c readin	of stude	nt iches,
Vays in whi	ch PPP was use	d in progra	m;				
Structuring and Plannin	Identification Student/Teach	of ner Needs	Identifica of Objecti	tion Li	sting riorities	Ongoin Eval	g No Indication
X							
	Status and Report (S and RC) (A document with ment during plants of Right)	n charts gu	iding the		n comm	No Indicat unity inv	
	chools and Righ	it to Read,	Washingto	on, D. C	c.)	surround	ing
rogram Stu	ident/Teacher eds Assessment	Tack	Displ nts Progr	ay am Pr	ogress !	Referenc Source	:⊖
X							
orecast Inf utcomes Di	ormation No	ication					

### F. Technical Assistant Utilization

•	Rating of Helpfulness:			Not Helpful	No Indication
				w.	x

Technical Assistant Activities:

				. 3
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read	$ \mathbf{x} $	13. Observe classes	
4.	planning materials  Work on the Unit Task Force		14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal		15. Recommend consultants	
6.	Dovolon on Hontife		16. Budget planning	
٠.	Develop or identify curriculum materials		17. Evaluation	
7.	Needs assessment	х	18. Liaison with Right to Read,	
8.	Diagnosis/prescription	1 }	Washington, D.C.	X
9.		$ \mathbf{x} $	19. Plan for 1973-74 program	· · · · ·
7.	Identify objectives	H	20. No indication of activity	
0.	Staff development	1. 1		نسند



### G. Parent Involvement

	• Extent of Involvement		High	Medium	Low	No Indication	
					X		
	• Activities:						
1.	Unit Task Force		9. <u>R</u>	eading is	Funda	mental	
2.	Program planning			TA, oper			
3,	Program implementation			raditional			
4.	Develop materials		11. S	upplemen	tary ac	tivities	1
5.	Purchase/repair materials		12. C	ommunity	relati	ons	
6.	Aides, tutors, volunteers	X	13. Ir	nformation	n disse	mination	<u> </u>
7.	Advisory council		14. N	o indicati	on		
8.	Workshops conferences						



### H. Teacher Aides

Per	centage of	Teachers Reporting Aides	_		
•	Worked	in classrooms		82	]%
•	Were pa	id ( )		14	%
•	Were:	Parent	- [	77	%
		Student teacher		0	]
		Community organization member		0	]
	•	High school student		14	%
		Other		9	%
•	Average per sem	number of hours aides worked	2	94	
•	Types o	f Activities Performed:			
•	Tutoring	g students		X	
	Marking	tests	ļ	_X	
	Distribu	iting materials		Х	
	Working	in small and large groups		X	
	Prepari	ng materials	į	X	
	Liaison	with parents and other outside personnel		X	
	Bus moi	nitoring		X	
	Supervi:	sing recreational activities in or outside		х	
	Classro	om maintenance		X	
	Super vi	sing field trips		Х	
	Other _		1	X	

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	7		



### I. Program Characteristics

### 1. Inservice Training:

Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

#### • Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

X

#### Training areas:

Learning theory Instructional approach Student background and self Instructional materials X X concept Teaching techniques Language development Classroom organization and Motor and perceptual skills X management Right to Read Program Evaluation Diagnostic/prescriptive No indication approach



	Training Methods:					
	Group or individual m	eeting	s, sen	ninars, wor	kshops,	$ \overline{\mathbf{x}} $
	School visitations, der observations	monsti	ation	teaching, c	iassroom	
	University courses					
	Video taping, audio-vi	suals,	multi	-media		
	No indication					
		•	*	•		- <del>1000</del> - 1983. - 1983.
Unit	Task Force Activities				1.	
		-				
Plan	ning Phase					
•	Rating of helpfulness:	•	Very Helpi		Not No Helpful Indi	cation
•	UTF Members:	v - 4				
	•	Cono	ultant	•	•	
			inistra			
			- 1 A - 1	ecialist		
		Teac		CCIMILE		<del>     </del>
		Pare	· -			
		Othe	•			
			dicati	on.		X
				<b>~</b>		
•	Frequency of meetings	<b>5</b> :				
		Very Frequ		Frequent	Infrequent	No Indication
'v <del>ar</del>						X
		ــــــــــــــــــــــــــــــــــــــ				1



Types of Activities:

Meet with TATs		Develop materials		7
Develop proposal or work statement	x	Inservice training	X	
Needs assessment	-	Budget		
Develop diagnostic/prescriptive	X	Information disseminat	lon X	1
approach		Develop tests		1
Identify objectives	$\mathbf{v}$	Evaluation	X	١
Gather data	X	No indication		l
Complete PPP	X			] }

### Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
			X

• UTF members:

			]
			1
•	1.4.4	1. A77	
		X	
			x

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication		
	х				



### Types of Activities;

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student selection or placement	Record progress	
중대대학생 회가 가꾸 가는 것이 되었다. 그 아니는 그 아니는 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그	Serve on special committees	
Student diagnosis	Review program progress X	
Identify tutors		
Inservice training	Information dissemination	4
#####################################	- Evaluation X	
Develop community involvement activities	No indication	

### 3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription	X	Supplementary materials	
Identification of student skill levels		Games, manipulatives	
Teacher observation	X	Audio-Visual, Multimedia	
Contracts		Commercially made programs	X
Individualized instruction		Student grouping	
Progress checklists		Special classes	
Testing	$\mathbf{x}$	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
		Basal text instruction	
		No indication	



### 4. Program Location;*

Mean Number of Semester Hours Reported per Class

> 101 72 81

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist

Tutor-aide
Other

No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

	27.00		1
		17.	
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^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Language)

### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

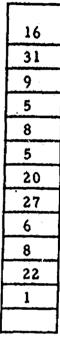
Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

24	
13	
10	
2	
10	
22	
36	
11	
12	
2	



### 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication





10.	Classroom Evaluation Procedures:	
• • • • • • • • • • • • • • • • • • •		Number of Classroom in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
•	The teacher has formulated or selected specific objectives, for each student.	19
•	The teacher has formulated or selected specific objectives for the entire class.	14
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
•	Performance of students is measured in terms of objectives set for each individual.	17
•	Performance of students is measured in terms of objectives set for the entire class.	10
•	Visible records are kept of class performance.	11
•	Records of each student's performance are kept with respect to each objective.	13
•	Students are kept informed of their progress.	21
•	Students are involved in self-evaluation.	18
•	Parents are informed of students' progress.	

11. Total Funding for 1972-73 school year: \$30,000

No indication



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

### 1. Project Objectives and Degree of Accomplishment *

			 		gree	shment /
Project Objectives	Sign of the second seco		E A A	Acco		
STUDENT						i di
Student Attitude	x	X				
Student Behavior						
Student Reading Achievement	Х		X			
Reading-Related Skills	X				х	
TEACHER						
Teacher Competency	X				x	
Teacher Attitude						
Teacher Behavior	Х				X	
PARENT/COMMUNITY						
Parent/Community Involvement	x	x				
Parent Attitude .						• 1
PROGRAM						
Information Dissemination	x	х				
Individualization of Instruction	x	х				
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

<u> </u>		٠ر	<del></del>	· · · · · · · · · · · · · · · · · · ·
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			2 5 /	2 × 8
		8.5 /		D 4 /
	1 20	( ) / A	N /580 %	
Major Area	18 4	Sire Resident Products W. Re.	Principle Series Principle Series Washington	S. J. S.
STUDENT				
Reading Achievement	x			
Reading-Related Skills	x			
Social Skills				
Attitude	x			
TEACHER				
Competency		<u> </u>		
Attitude				
Teacher-Student Relations	<u> </u>			
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				
Involvement	×			
PROGRAM				
Success of Inservice Training				
Program Flexibility		· · · · · · · · · · · · · · · · · · ·		
Helpfulness of Technical Assistance	<del> </del>	<del>-  </del>		
Significant Changes in Reading Approach				
Individualization of Instruction	Х			
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	
	4 17			. '		

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
-	Increased emphasis on improving student achievemen
· .	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
*****	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
-	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
<u>x</u>	Improved evaluation techniques
-	Re-definition of needs
	Improved communication with HEW
-	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



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EDUCATION & WELFARE
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# evaluation of school-based right to read sites

volume III Individual site assessments, part 3

OCTOBER 1973

PREPARED FOR: U.S. OFFICE OF EDUCATION WASHINGTON, D.C.

CRI



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#### INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.



# School: 3901

### INDIVIDUAL SITE ASSESSMENT

한글 그림, 나는 그들은 말을 하는 것이 되고 있는 것이 되었다.	
Cabaal, 2001	
School: 3901	
The state of the s	<del></del>
그 사고 그림 하면 보고 하고 있어요? 소년 경기 다른 사람들이 모르다.	
Grades: Pre-K-4	
O10001 * 10-11-1	•

# A. School Characteristics

1. Geographic Region

<u>A</u>	B*	C	D.	E	F
	X			· .	

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

### 2. Urban-Rural Index

Urban	Suburban	Rural
L	. L	X

- 3. Student Population (Total School)
  - Total Reported Enrollment 424
  - Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	61	. 7	
1 .	85	8	
2	65	9	
3	87	10	
4	83	11	
5		12	
6		Pre-K	43

# Student Ethnicity (Total School)

	Percent
American Indian	
Asian	0.5
Black	6
Mexican American	
Puerto Rican	0.5
White	93
Other	<del></del>



# B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			P	ercent			
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	61		5			1	94	
1	85		7				93	
2	65		9		1		90	
3	87		5				95	
4	83		6				94	
5	1							
6								
7								
8								
9	·							
10	1							
11								
12								
Pre-K	43		11				89	
					·			



	o	Grado Lovol (includes only lovols for which data were reported)	Mean Gain per Month	St. Dev.
		1		
		2	2. 2	1 2
	함: 1 [ 구 ]	3	1. 2	1.0
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	eta di Salah Salah Salah	5	Section Construction State Construction Cons	
		6	OPP CATALOGUE AND	
	0	Overall Mean Gain for So (means adjusted for diffe	chool 1.5 ring class sixes)	1.2
	<b>o</b>	Name of Standardized Test(s) Used	MAT	Name of the Association of the A
	o Age o No. o Sox	Years Teaching Experien	No. Sent Honor Female 100	
٥	Ethnicit	y Amr Ind Asian B No. Percent	Mexican Puerto Black Amer Rican White	Other Indicatio
		The second secon	or MS PhD Other I	No Indication
Ó	Degree	No. 10	2   2	
	Area of Degree	No. 12 Soc Sci	luman- Fine ities Arts Phys Sci Ma 1	th Other cation
Ġ	da.	12000 160315190	i Diriikar Mari	
	Job Titl	Read Reading Spec Teache  No Inner City Urb	14	r Indication

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectivaness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-2 2 5 5 ment In-service 4 10 Training Reading 7 7 Specialist Instructional 8 4 2 Materials Teacher Preference Regarding Continuing to No: of Teach in Right To Read Program next year: Teachern: 11 Yes, if changes are made Questionable

D. Identification of Project Director

District Supt.	Principal	Reading Specialist		Classroom Teacher	Othor	No Title Indicated
			·	The state of the s	X	

No Response

No



E. Ef	fecti	veness of Right	To Read	Mat	erials						
		Program Planni PPP)	ng Proce	dure		ery soft X			Not Usaful	No India	alion
Ways in v	n n o	document with arent involvem edds and object naterials, and properties of the contraction of the properties of the contraction of the properties of the contraction of the properties of the properties of the contraction of the properties of the contraction of the properties of the p	ent, identives, ide rogram of f existing	ntifica ntifi rgan res	ilion an cation c izations	d pr of ba s. A	iori sic lso	tizing d reading supplic	of stude g appros ad infor	nt ache: mati	on
Structuri and Plan		Identification of Student/Teach			ntificati Objectiv				Ongoin Eval,		dication
X	i	:			ı			,			
		tatus and Repor 5 and RC)	ting Cent		Very Usoful X	Use	ful	Not Useful	No Indica	tion	
	m	document with ent during plan shools and Righ	ning of ac	tivit	ies, an	d lia	dsor	with a			• • • • • • • • • • • • • • • • • • •
Ways in	which	S and RC was	used:								
		lent/Teacher ds Assessment	Task Assignm	ents	Displa Progr		Prog		Referen Source	ce	
x		x				х			x		7. 1. 1.
		ermation No semination Ind			***************************************						•



# F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
		************************		×

• Technical Assistant Activities:

1.	Program planning		11. Identify alternate approaches	X.
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read		13. Observe classes	x
4.	planning materials  Work on the Unit Task Force	x	14. Advise on parental involvement	
5,	Develop Work Statement/ Proposal		15. Recommend consultants	x
6.	Davidon on Bontifu		16. Budget planning	
	Develop or identify curriculum materials		17. Evaluation	
7.	Needs assessment	×	18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription			
9.	Identify objectives	X	19. Plan for 1973-74 program	
10.	Staff development	x	20. No indication of activity	



# G. Parent Involvement

O	Extent	of
	Involve	nient

# High Medium Low No Indication

### o Activities:

Unit Task Force
 Program planning
 Program implementation
 Develop materials
 Purchase/repair meterials
 Aides, tutors, volunteers
 Advisory council

Workshops, conferences

L		
9.	Reading is Fundamental	
10,	PTA, open house, other traditional meetings	
11.	Supplementary activities	
12,	Community relations	
13.	Information dissemination	
14.	No indication	

8.

X

# H. Toacher Aides

Per	centage of	Teachers Reporting Aides	m-m (
٥	Worked	in classrooms	86%
•	Were pa	id	43%
•	Wore:	Parent	79%
		Student teacher	0
		Community organization member	0
		High school student	0
		Other	29%
•	Avorage per son	number of hours aides worked	88
0	Types o	f Activities Portormed:	$ \mathbf{x} $
	Tutoring	g students	
	Marking	; testo	
	Distrib	iting matoxials	X
	Working	g in sinall and large groups	X
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	X
	Bus mo	nitoring	
	Supervi class	sing recreational activities in or outside	
	Classro	oom maintenance	X
	Supervi	sing field trips	
	Other		L _X

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Vory Ineffective
12	1		

#### Í. Program Characteristics

### 1.

Inservice Training: individuals responsible for training: Consultanta Technical Assistant Team (TAT) members Project director Reading specialist Classroom teacher No indication Individuals trained: Reading specialist/teacher X Classroom teachers Other staff X Paraprofessionals Parents No indication Training areas. Learning theory Instructional approach Student background and self Instructional materials concept X Teaching techniques Language development Classroom organization and X Motor and perceptual skills management Right to Read Program Evaluation Diagnostic/prescriptive No indication



approach

•	Training Methods:					
	Group or individual me	eetings	, sem	inars, wor	kshops,	x
	School visitations, der observations	monstra	ation (	teaching, cl	assroom	x
	University courses					
	Video taping, audio-vi No indication	suals,	multi	-media		
Unit	Task Force Activities					
Plar	nning Phase					
•	Rating of helpfulness:		Very Helpf		Not No Helpful Indic	ation
						<b>x</b> . ]
•	UTF Members:	•				
		Const	ıltantı	8		
		Admi	nistra	itors	į	
				ecialist		
		Teacl				
		Parer	-			
		Other No in		on		x
•	Frequency of meeting	s ;				
		Very		<b>5</b>	* 6	No
		Frequ	ient	Frequent	Infrequent	Indicatio X
		L				1

Meet with	TATs			Develop	materials			
Develop proposal or work statement				Inservice training				
Needs ass	essmei	nt	$\mathbf{x}$	Budget				
Develop diagnostic/prescriptive approach			Information dissemination  Develop tests					
Identify ob	jective	8	X	Evaluation	n			
Gather dat			X	No indica	ition			
Complete	PPP		X					
	Imp	plementation Pha	se .					
	•	Rating of Help	fulness:					
			ē.	Very Helpful I	Not Helpful Hel	No pful Indicatio	on .	
						x		
				•			<del></del>	
	•	UTF members	<b>:</b> :					
			Consu	ltants				
			Admin	istrators				
			Readi	ng speciali	st		•	
			Teach		•			
			Paren	ts				
			Other	3				
			No ind	lication		X		
	•	Frequency of 1	Meetings	) <b>:</b>				
•			<b>-</b>	Very			No	
				Frequent		Infrequent	Indicat	
					X			
							5 7 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	

Types of Activities:



# • Types of Activities:

Meet with TATs/consultants	X	Status and reporting activities	
Develop criteria for student		Record progress	X
selection or placement		Serve on special committees	X
Student diagnosis		Review program progress	X
Identify tutors		Information dissemination	
Inservice training		•	<b>  </b>
		Evaluation	
Develop community involvement activities		No indication	

# 3. Components of Diagnostic/Prescriptive Approach;

Individualized prescription	Supplementary materials	,
Identification of student skill levels	Games, manipulatives	
Teacher observation	X Audio-Visual, Multimed	ia
Contracts	Commercially made pro	grams
Individualized instruction	Student grouping	_ _X
Progress checklists	Special classes	
Testing	X Skill sessions	
Review case histories:	Field trips	
Staff conferences	Reading/language center	
Student/teacher conferences	Reading specialist, tutor	
	Language experience app	
·	Basal text instruction	-
	No indication	



### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

> 208 145 10

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

457
0
0
0
0
45
49

Mean Number of Semester Hours Reported per Class

32 50 122

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported:

### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 80% 100% Standard English Non-Standard English Spanish French American Indian language or dialect Japanese 20 No indication

### 8. Reading Approach:

134 Meaning emphasis 38 Code emphasis 0 Linguistics 3 Modified alphabet 34 Responsive environment  $\Pi$ Programmed learning 21 Individualized reading 29 Language experience Eclectic or teacher's own 2 5 Other No indication

Mean Number of Semester Hours Reported per Class



# 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

0	
12	
0	
0	
12	
0	
114	
72	
3	
0	
47	
22	



### 10. Classroom Evaluation Procedures:

10.	Classicom Evaluation Procedures;	_
	•	Number of
		Classrooms in Which
		Procedure
		Used
_	Diagnostic needles tests on the later of	1
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	10
•	The teacher has formulated or selected specific objectives for each student.	14
•	The teacher has formulated or selected specific objectives for the entire class.	13
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
•	Performance of students is measured in terms of objectives set for each individual.	12
•	Performance of students is measured in terms of objectives set for the entire class.	3
•	Visible records are kept of class performance.	3
•	Records of each student's performance are kept with respect to each objective.	2
•	Students are kept informed of their progress.	14
•	Students are involved in self-evaluation.	10
• .	Parents are informed of students' progress.	14
•	No indication	

11. Total Funding for 1972-73 school year: \$30,000

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

### 1. Project Objectives and Degree of Accomplishment *

				Degree compli	shment /
		/	Ac Balling to Ac Balling to Ac Ac Ac Ac Ac Ac Ac Ac Ac Ac	10 4 0 A	To Let
		3 in			7/3/
	18 X	8 2 SA			4
Project Objectives	STATE	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1/20 84/2	\$0 44 /\$	
STUDENT					
Student Attitude	X	x			
Student Behavior					
Student Reading Achievement	x			х	
Reading-Related Skills	Х	x			·
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	х	х			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\$//
		Site Resident Property Res	Pinding Satinding Report 1	W W W W W W W W W W W W W W W W W W W
Major Area	N. S. S.	182	12 4 5 C	<b>\$</b> /
STUDENT				<b>(</b> .
Reading Achievement	x			*
Reading-Related Skills				
Social Skills				
Attitude				
TEACHER				
Competency	X			
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				
Involvement				
PROGRAM				
Success of Inservice Training		}		
Program Flexibility				
Helpfulness of Technical Assistance	1			
Significant Changes in Reading Approach				
Individualization of Instruction				
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	<b>CLEARLY</b>	STATE	<b>FINDINGS</b>	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

فينحوش وخنانا	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
**********	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
-	Expand program within school/school district
tau sassin	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
·	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X



# School: 4101



# INDIVIDUAL SITE ASSESSMENT

		School:	4101			
		Grades:	K-3	*****		
١.	Sch	ool Characto	ristics	A*	D C D	To 70
	1.	Geographic	Region	X	B C D	E F
	·	New Hamps	is region are: C shire, New Jers rmont, Virgin Is	ey, New Yo	Maine, Ma ork, Puerto	assachusetts Rico, Rhode
	2.	Urban-Rura	l Index			
		1	Urban Subi	urban :	Rural	
			x			
	3.	Student Pop	ulation (Total Sc	chool)		
	- •					
			eported Enrollr		<del></del>	
		• Total S	tudents in Each	Grade Leve	el	
		Grade	No. of Students	Grade	No. of Stud	ents
		K	49	7	<del></del>	<del></del>
		1	24	8	<del></del>	<del>- 2- 2- 2- 2-</del>
		2	48	9	<del></del>	<del></del>
		3	46	10	<del></del>	
		4	48	11	<del></del>	
		5	48	12		
		6				
		• Student	Ethnicity (Total	l School)	•	
					Percent	
			American India	n		
			Asjan		1	
			Black		17	
			Mexican Ameri	can		
			Puerto Rican			
			White		82	
			Other			



# B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2, Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent										
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other				
K	49			2	6		92					
1	24		13				87					
2	48		15		6	01	79					
3	46		15				85					
4												
5												
6								4 - pi- 4				
7	:	;										
8												
9												
10												
11												
12												
			1									
			1									



	•	for which	s only le	ovels /ore					
		reporte	<u>d)</u>	-	$\bar{y}$	Ioan Gu	in per Mo	onth	St. Dov.
			1	÷			1. 1		0, 8
			2				1, 0	<del>-</del>	0, 7
			3			\$ · · · · · · · · · · · · · · · · · · ·	1, 4	•	0.9
•		•	4					· •	
		- 1 -	5	•	•	-			
			6			,		-	
			Mean Ga adjusted			class si	1.2 zes)	-	0, 8
	•		f Standar					ing Ach	ievement
					•		· .	<del></del>	<del></del>
Rig	ht to	Read Te	acher Cl	naracte	ristics				
•	Tota	al Numbe	r Repor	ted		Mean	]	Range	
•	Age					35	22.		
•	No.	Years T	eaching :	Experi	ence	8	J	21	
• .	Sex	-			No.	Male	Fema	le	
•				Pe	rcent		100		
		,				Mexica	n Puerto		No
Eth	nicity		Amr Inc	d Asian	Black	Amer			ther Indicat
		No. Percent		<del></del>	20	ļ		80	
			BA or	BS N	MA or l	MS T	PhD C	1.0	Indication
Deg	ree	No.	4		1			1101 111	3 Midication
					Huma				No
Are Deg	a of	No.	Educ	Soc Sci	ities	Arti	B Phys S	ci Mat	h Other ca
~~ 6			Read	Read	ng Bi	lingual	 Multi		No
			Spec	Teac	-	Spec	Subject	Other	
Job	Title	e No.	<u> </u>	<u> </u>			5	<u></u>	
		ial No.	Inner (	City U	Irban	Suburba	n Rural	No In	dication



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involvement 1 In-service 3 2 Training Reading 4 Specialist 1 Instructional 2 2 1 Materials Teacher Preference Regarding Continuing to No: of Teach in Right To Read Program next year: Teachers: Yes Yes, if changes are made 2 Questionable No No Response D. Identification of Project Director District Reading Reading Classroom No Title Principal Specialist Supti Teacher Other Indicated Teacher

X

E. <u>E</u>	ffecti	veness of Rig	ht To Read	Mat	erials					
•	I	Program Planning Proce			v	ery seful	Useful	Not Useful	No Indic	ation
	(PPP)								x	
	r n	A document we barent involve seeds and object and object and on redirection	ment, iden ectives, ide program o	tific: entifi rgan	ation and cation o izations	i prio f basi . Als	ritizing c readin o suppli	of stude g appro ed infor	ent aches matic	n
Ways in	which	PPP was us	ed in progr	am:						
Structur and Plan		Identification Student/Teac		Ide of (	ntificatio Objective	on Li es Pi	sting ciorities	Ongoir Eval,		ication
х										
•		tatus and Rep i and RC)	orting Cent	er	Very Useful	Usefu	Not 1 Usefu	No l Indica	ition	
	m	document wi ent during plant shools and Rig	inning of a	ctivit	ies, and	lliais	on with	unity in surroun	volve ding	-
Ways in	which	S and RC wa	s used:							
Program Planning	Stud	lent/Teacher is Assessmer	Task it Assignm	ents	Displa Progra			Referen Source	içe	
Forecast Outcome	Info S Dis	rmation Negation In	o dication				,			
			x							
			<del></del> -							



### F. Technical Assistant Utilization

•	Rating of Helpfulness:		Helpful	Not Helpful	No Indication	
		x				

Technical Assistant Activities:

				•	
, <b>1.</b>	Program planning	х	11.	Identify alternate approaches	
2.	Program implementation		12.	Develop team teaching	
3.	Interpret Right to Read		13.	Observe classes	×
4.	planning materials  Work on the Unit Task Force	H	14.	Advise on parental involvement	x
5.	Develop Work Statement/		15.	Recommend consultants	
	Proposal		16.	Budget planning	
6.	Develop or identify curriculum material.		17.	Evaluation	X
7.	Needs assessment		18.	Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription	X	• •		
9.	Identify objectives	1 1	19.	Plan for 1973-74 program	-
10.	Staff development	X.	20.	No indication of activity	



# G. Parent Involvement

•	Extent	os
	Involve	ment

# High Medium Low No Indication

### Activities:

1.	Unit Task Force
2.	Program planning
3.	Program implementation
4.	Develop materials
5.	Purchase/repair materials
6.	Aides, tutors, volunteers
7.	Advisory council

Workshops, conferences

8.

L		
9.	Reading is Fundamental	-
10.	PTA, open house, other traditional meetings	X
11.	Supplementary activities	
12.	Community relations	
13.	Information dissemination	<u> </u>
14.	No indication	



### H. Teacher Aides

Perc	entage of	Teachers Reporting Aides	
•	Worked	80%	
•	Were pa	80%	
•	Were:	Parent	20%
		Student teacher	20%
•		Community organization member	20%
		High school student	20%
		Other	20%
•	Average per sen	number of hours aides worked nester	87
•	Types o	f Activities Performed:	
	Tutoring	g students	X
	Marking	tests	X
	Distribu	iting materials	X
	Working	g in small and large groups	x
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	X
	Bus mo	nitoring	
	Supervi class	sing recreational activities in or outside	х
	Classro	om maintenance	X
	Supervi	sing field trips	X
	Other _		X

Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
3	2		



7. 5.10	gram Characteris	tics	
l. <u>Inse</u>	rvice Training:		
•	Individuals resp	consible for training:	
	Consul Techni Projec Readin	tants cal Assistant Team (TAT) members t director g specialist com teacher	X
	Classr Other s	g specialist/teacher  oom teachers  staff  cofessionals  s	x
Concept Language d Motor and p Right to Re	eoffy kground and self	Instructional approach Instructional materials Teaching techniques Classroom organization and management Evaluation X No indication	X X X



•	Training Methods:		
	Group or individual me	setings, seminars, wor	kshops,
	School visitations, der observations	monstration teaching, cl	· I
	University courses		X
	Video taping, audio-vi	suals, multi-media	
	No indication		
Unit	Task Force Activities		
Plan	ning Phase		
•	Rating of helpfulness:	Very Helpful Helpful	Not No Helpful Indication
			A
•	UTF Members:		
		Consultants	
		Administrators	
		Reading specialist	
		Teachers	
		Parents	
	4	Others	
		No indication	
•	Frequency of meeting	8 <b>:</b>	
		Very Frequent Frequent	No Infrequent Indication



현실 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Typus of Activ	itios:					
Meet with TATs Develop proposal of statement Needs assessment Develop diagnostic approach Identify objectives Gather data Complete PPP			Develop Inservice Budget Informa Develop Evaluati	ce traini tion dis tests		on x	
<u>Implo</u>	mentation Phas	<u>e</u>					
•	Rating of Helpfe	ulness:					
			Very Helpful	Helpful	Not Helpful	No Indicatio	<u>m</u>
•	UTF members:						
		Reading Teache Parents Others No indic	strators g speciali rs	ist		x	
	Frequency of M	,	Very Frequent	Frequ	ent Inf	requent	No Indication



X

# • Types of Activities:

Meet with TATs/consultants		Status and reporting activities	
Develop criteria for student		Record progress	
selection or placement		Serve on special committees	
Student diagnosis Identify tutors		Review program progress	X
Inservice training		Information dissemination	
Develop community involvement		Evaluation	
activities		No indication	

# 3. Components of Diagnostic/Prescriptive Approach:

경기 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 :		
Individualized prescription		Supplementary materials
Identification of student skill levels	X	Games, manipulatives
Teacher observation		Audio-Visual, Multimedia
Contracts		Commercially made programs
Individualized instruction		Student grouping
Progress checklists		Special classes
Testing	X	Skill sessions
Review case histories		Field trips
Staff conferences		Reading/language center
Student/teacher conferences		Reading specialist, tutors
		Language experience approach
		Basal text instruction
		No indication



### 4. Program Location;*

Mean Number of Semester Hours Reported per Class

> 150 182 84

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

### 5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

52 78

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported:

### 7. Classroom Language (All Classed Combined):

Language of Instruction Native Language of Students (% of Students Speaking (% of Time Language Used) Language) 96% 74% Standard English 3 Non-Standard English Spanish French American Indian language or dialect Japanese 23 No indication

### 8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

4 , 4 ,	
21	
15	•
2	•
0	
1 1	
4	
<u>4</u> <u>57</u>	
<u>31</u> 59	
0	
1	



## 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

-		_
	41	
	5	
	1	
	0	
	2	
	9 52	
L	23	
	4	
L	ì	
L	44	
L.	4	
		1

#### 10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or 5 all students to determine individual reading needs. The teacher has formulated or selected 4 specific objectives for each student. The teacher has formulated or selected 3 specific objectives for the entire class, The teacher has developed or identified an 5 instrument for measuring attitudes toward reading, The teacher has developed or identified an 4 instrument for measuring attitudes toward reading for the entire class. Performance of students is measured in 4 terms of objectives set for each individual. Performance of students is measured in 4 terms of objectives set for the entire class. Visible records are kept of class performance. 3 Records of each student's performance are kept 4 with respect to each objective. Students are kept informed of their progress. 3 Students are involved in self-evaluation. 2 Parents are informed of students' progress. 5 No indication

11. Total Funding for 1972-73 school year: \$30,000



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				De	gree	of shmen	t /	_
Project Objectives	San A		Se la		-			
STUDENT								
Student Attitude	X		X					
Student Behavior	x	х				,		
Student Reading Achievement	x	X						· .
Reading-Related Skills					.,	,		
TEACHER						,		
Teacher Competency	x		x					
Teacher Attitude								
Teacher Behavior				<del></del>				
PARENT/COMMUNITY				-				
Parent/Community Involvement	$\mathbf{x}$	x						
Parent Attitude								
PROGRAM								
Information Dissemination								
Individualization of Instruction								
Innovations								
Inservice Training								
Additional Materials, Services or Personnel								

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

				See of
Major Area		Sie Sanda Paragas	To Marie Mar	100 / 20 00 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100 / 100
STUDENT	<u>/ 67 A</u>	( / 9	~ / 4 4 	
Reading Achievement				
Reading-Related Skills	X			
Social Skills				
Affitude		X		
TEACHER				
Competency		$\mathbf{J}$		
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations	X			-
PARENT/COMMUNITY				-
Support				
Involvement	X	+	-	-
PROGRAM	<del>  ^-</del>	<del></del>	<del> </del>	-
Success of Inservice Training				
Program Flexibility	X		1	-
Helpfulness of Technical Assistance	<del> </del>	<del> </del>	-	4
Significant Changes in Reading Approach	X			
individualization of Instruction			1	-
Value of Assistance from Aides/Volunteers	x			

SITE DI	D NOT	CLEARLY	STATE FINDINGS

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



## 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that purticular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievemen
•	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding



## School: 4201



## INDIVIDUAL SITE ASSESSMENT

			aristics	A	B C* D E
l .	Ge	ographic	Region		I X
	N.	entucky,	his region are: Al Louisiana, Miss Tennessee	labama, F lesippi, N	lorida, Georgia orth Carolina, S
2.	Ur	ban-Rur	al Index		
		٢	Urban Subu	rban	Rural
•	Stu	dent Por	oulation (Total Sci	nool)	<u> </u>
		,	Reported Enrollm	*	
	•		tudents in Each (		 el
		Grade	No. of Students	Grade	
		K	60	7.	No. of Students
		1	129	8	
*5	~2 et	2	143	9	
	-, ·	3	133	10	
		4	140	11	
		5		12	
		6		•	
	•	Student	Ethnicity (Total	School)	
		\		<del> </del>	Percent
			American Indian		
			Asian		·
			Black		
			Mexican America	in	<del></del>
			Puerto Rican		
			White		98



## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent							
Grade	No. of	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other	
K					•				
1	129		2				98		
2	143		2				98		
3	133		2				98		
4	140		2				98		
5									
6									
7									
8									
9									
10				•					
11									
12				!					
L									



		Grado Level includos only levels or which data were reported)		Muan Gain per M	onth	St. Dev.
		1		·		
		2		1, 0		0.7
	•	3		1.4	Pad	0.9
		4		**************************************	- <b>-</b>	-
		5	•			<del></del>
		6				
		Dunyall Many Cale (	,   () -1, 1	1 4	·	
		Overall Mean Gain f means adjusted for		class sizes)	<del>-</del>	0.8
	• 1	Name of Standardize		CAT-Readir	nα· →	•
	ì	Pest(s) Used		BOOKER GLOCKER'S STREETWARD OF HIS STREET WAS ALSO	- Was per production	P870-a
•	Age No, Y	ears Teaching Expe	rience	35	<20 - 55+	.] ]
	Sex	,	No. Percent	10		<b>.</b>
• Eth	nicity	No. 3 ercent 12	Percent	Malo Fem  1 21 5 95  Mexican Puerto	ale	No ner Indicati
•	nicity P	No. 3 ercent 12  BA or BS	Percent  lan Black	Malo Fem  1 21 5 95  Mexican Puerto Amer Rican	White Oth  16 79 Other No	
•	nicity	No. 3   ercent 12	Percent    an Black   2   9     MA or	Malo Fem  1 21 5 95  Mexican Puerto Amer Rican  MS PhD C	White Oth	ner Indicati
Deg Are	nicity P	No. Amr Ind Asserted 12  BA or BS  No. 19  Educ Soc Soc Soc Soc Soc Soc Soc Soc Soc So	Percent    an Black   2   9     MA or     Huma   Sci   ities	Malo Fem  1 21 5 95  Mexican Puerto Amer Rican  MS PhD Con-Fine Arts Phys	White Oth  16 79 Other No	Indication  No l Other cat
Deg Are	nicity P gree	No. 3   BA or BS   No. 19   Educ Soc Soc Soc Read Re	Percent    an Black   2   9     MA or     Huma   Sci   ities     ading B	Malo Fem  1 21 5 95  Mexican Puerto Amer Rican  MS PhD Construction  n- Fine Arits Physical Illingual Multi	White Oth  16 79 Other No 3	Indication No 1
Deg Are Deg	nicity P gree	No. 3   BA or BS   No. 19   Educ Soc Soc Soc Read Re	Percent    an Black   2   9     MA or     Huma   Sci   ities     ading B	Malo Fem  1 21 5 95  Mexican Puerto Amer Rican  MS PhD Construction  n- Fine Arts Physical Services Automated Automa	White Oth  16 79 Other No 3	Indication  No l Other cat



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Vory Poor in Program Parent Involve-1 15 6 ment In-service 8 14 Training 1 Reading 8 13 Specialist 10 Instructional 12 Materials No: of Teacher Preference Regarding Continuing to Teachers: Teach in Right To Read Program next year: Yes 21 Yes, if changes are made Questionable

## D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Othor	No Title Indicated
					X

No Response

No



E.	Effecti	veness of Righ	To Read	Materi					÷
		Program Plann	ing Proce	dure	Very	ul Usef	Not Use		No ndication
	<b>,</b>	(PPP)				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			x
	1	A document with parent involvement involvement object and object materials, and pon redirection of	ient, iden tives, ide rogram of existing	tificatio ntificat rganiza resour	n and p lon of b lions.	rioritizi asic rea Also sup	ng of a ding a plied	tuden pproac inform	ches,
Struc	turing	h PPP was used Identification Student/Teach	of	Identif	ication ectives			ngoing /al.	No Indication
								•	x
	(; n	Status and Report Stand RC)  A document with the standard during planchools and Right	h charts g	uiding t	he scho	aison wi	eful Ir	X ty inv	olve -
Ways	in whic	h S and RC was	used:						
Progr Plann	am Stuing Nee	dent/Teacher ds Assessment	Task Assignm	D ents P	isplay rogram	Progres	Ref	erenc rce	е
		ormation No							
			х				•		



#### F. Technical Assistant Utilization

•	Rating of Helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
					x

	• Technical Assista	t Activities:		
1.	Program planning	11. Ide	entify alternate approaches	
2.	Program implementation	12. De	velop team teaching	
3,	Interpret Right to Read planning materials	13. Ob	serve classes	
4.	Work on the Unit Task Force	14. Adiny	vise on parental colvement	
5.	Develop Work Statement/ Proposal	15. Re	commend consultants	
6.	Develop or identify curriculum materials		dget planning aluation	x
7.	Needs assessment	18. Lis	aison with Right to Read,	
8.	Diagnosis/prescription		shington, D.C.	
9.	Identify objectives	20 1/2	an for 1973-74 program	H
10.	Staff development	x   20. 140	indication of activity	

## G. Parent Involvement

	<ul><li>Extent of Involvement</li></ul>	High	Medium	Low	No Indication
					x
	• Activities:				•
1.	Unit Task Force	9. <u>R</u>	eading is	Funda	mental
2,	Program planning		TA, open		
3,	Program implementation		raditional		
4.	Develop materials	11. S	upple ment	ary ac	tivities
5,	Purchase/repair materials		ommunity		
6.	Aides, tutors, volunteers		nformation		mination X
7.	Advisory council	14. N	o indicatio	on	
8.	Workshons conferences				

#### H. Teacher Aides

Percentage of Teachers Reporting Aides 91% Worked in classrooms 82% Were paid 73% Were: Parent 0 Student teacher 0 Community organization member Ò High school student 36% Other Average number of hours aides worked 324 per semester Types of Activities Performed: X Tutoring students x Marking tests X Distributing materials X Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel X Bus monitoring X Supervising recreational activities in or outside class X Classroom maintenance X Supervising field trips X Other

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
15	7		



#### I. Program Characteristics

#### 1. <u>Inservice Training:</u>

Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

X

X

X

#### • Individuals trained:

Reading specialist/teacher

Classroom teachers

Other staff

Paraprofessionals

Parents

No indication

#### • 'Training areas'

Learning theory Instructional approach Student background and self Instructional materials X concept Teaching techniques Language development Classroom organization and X Motor and perceptual skills management Right to Read Program Evaluation Diagnostic/prescriptive No indication approach



•	Training Methods:						
	Group or individual m	neetings	, sem	inars, wo	rkshops,	×	
	School visitations, de observations	monstr	ation t	eaching, c	lassroon	,	
	University courses			2	*		
	Video taping, audio-v	isuals,	multi	·media			
Uni	it Task Force Activities					• • • • • • • • • • • • • • • • • • •	
Pla	nning Phase			•	•		. 1
•	Rating of helpfulness:	,	Very Helpft	ıl Helpful	Not Helpful	No Indication	
					10 12 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	X	
•	UTF Members:						
		Consu	ltants				
	3	Admir					
				cialist			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		Teach					
		Paren	ts				*,
		Other	8				. 1
		No inc	licatio	n		x	
•	Frequency of meetings	<b>)</b> ;				• I	
		Very Freque	ent	Frequent	Infrequ	No ent Indica	ation,
		1		-		X	
					<del></del>	l,	

Meet with TATs  Develop proposal or work statement  Needs assessment  Develop diagnostic/prescripticapproach  Identify objectives  Gather data  Complete PPP	ve X	Inservic Budget	on	nation	
Implementation I	Phase				
<ul> <li>Rating of H</li> <li>UTF members</li> </ul>	Helpfulness:	Very Helpful	Not Helpful Hel		on 
		strators g special	ist		
	No indi	cation	a .	X	
• Frequency	of Meetings:	Very Frequent	Frequent	Infrequent	No Indicati X

Types of Activities:



•	Types	of	Acti	lvities;
---	-------	----	------	----------

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student	Record progress
selection or placement Student diagnosis	Serve on special committees
Identify tutors	Review program progress
Inservice training	Information dissemination
	Evaluation
Develop community involvement activities	No indication
Identification of student skill levels Teacher observation Contracts Individualized instruction Progress checklists	Games, manipulatives Audio-Visual, Multimedia Commercially made programs Student grouping X Special classes
Testing	X Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors
	Language experience approach
	Basal text instruction



No indication

#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

-		
	137	
	183	
	7	
Γ		1

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

Γ	342
	0
Γ	20
	0
	10
	339
	5

Mean Number of Semester Hours Reported per Class

	18
I	22
Į	116
Į	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

## 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Language)

100%

100%

4

#### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

, <del></del>
126
40
42
0
18
18
12
16
127
0



## 9. Techniques Used for Reading Instruction:

Other

No indication

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials

Mean Number of Semester Hours Reported per Class

## Classroom Evaluation Procedures: 10.

Number of Classrooms in Which Procedure Used

•	Diagnostic reading tests are used with most or all students to determine individual reading needs.
•	The teacher has formulated or selected

specific objectives for each student,

The teacher has formulated or selected specific objectives for the entire class.

The teacher has developed or identified an instrument for measuring attitudes toward reading.

The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.

Performance of students is measured in terms of objectives set for each individual.

Performance of students is measured in terms of objectives set for the entire class.

Visible records are kept of class performance.

Records of each student's performance are kept with respect to each objective.

Students are kept informed of their progress.

Students are involved in self-evaluation.

Parents are informed of students' progress.

No indication

21	١
20	
20	
18	
16	
21	
8	
16	

_	21	
-	22	

19

22

11. Total Funding for 1972-73 school year: \$40,000

## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				gree of mplishment
Project Objectives	So May		Acco	A SO
STUDENT				
Student Attitude	х	X		
Student Behavior	Х		,	x
Student Reading Achievement	X	х		
Reading-Related Skills	x			x
TEACHER				
Teacher Competency	х	x		
Teacher Attitude				
Teacher Behavior	х	x		
PARENT/COMMUNITY Parent/Community Involvement	x	x		
Parent Attitude	х			x
PROGRAM			:	
Information Dissemination	x	$\mathbf{x}$		
Individualization of Instruction				
Innovations				
Inservice Training				
Additional Materials, Services or Personnel				

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

Major Area	is of the second	St. R. A.	Finding Works W. Self Finding C. Dor, Self Finding	A STAN A
STUDENT	<del></del>	<del></del>	1	
Reading Achievement			ļ	
Reading-Related Skills		<del>                                     </del>	1	
Social Skills			1	•
Attitude	x	1		
TEACHER				·
Competency	x	]	]	
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations	x			
PARENT/COMMUNITY Support				
Involvement	х		<del> </del>	
PROGRAM				
Success of Inservice Training	<del> </del>	<del> </del>	<del> </del>	
Program Flexibility	<del> </del>	-		
Helpfulness of Technical Assistance	ļ	<del> </del>	<del> </del>	
Significant Changes in Reading Approach		ļ	ļ	,
Individualization of Instruction	ļ	<u> </u>	<u> </u>	
Value of Assistance from Aides/Volunteers			<u></u>	

SITE	DID	NOT	CLEARLY	STATE:	<b>FINDINGS</b>	
------	-----	-----	---------	--------	-----------------	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
-	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
<u>X</u>	Expand program within school/school district
-	More materials/equipment/personnel
***********	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
<u> x</u>	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS



## School: 4301



## INDIVIDUAL SITE ASSESSMENT

1.	Geographic	Region	A	B C D E* F
••			ـــا Colorado, F	Xansas, Iowa, Miss
	Minnesota	, Montana, Nebr consin, Wyomin	aska, Nort	th Dakota, South Da
2.	Urban-Rura	al Index		
		Urban Subr	irban	Rural X
3.	Student Pop	oulation (Total Sc	chool)	
	• Total F	Reported Enrolln	nent 554	
		tudents in Each		el
	Grade	No. of Students	Grade	No. of Students
	K		7	186
	1		8	
	2		9	195
	3	*	10	
	4		11	
	5	·	12	
	6			
	• Student	Ethnicity (Total	School)	
				Percent
		American India	n	2.
		Asian		
		Black		
)		Mexican Americ	can	
•		Puerto Rican		



## B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			P	ercent			
Grade	No. of	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
К								
1								
2								
3								<del> </del>
4								
5			<del> </del>					
6								
7	90	1				1	98	
8	86	1				1	98	
9	24	1	h		0.5	0,5	98	<b></b>
10					013	013	70	
11								
12								ļ
			-				<del></del> -	
			-				<u> </u>	<b></b> -



	٥	Grade Le (includes for which reported)	only levels data were	·	Mean Ga	in per M	ionth	St. De	ev.
		7				0		0.9	
		· <b>8</b> `		•	0.	9		0.9	
	-	9			0.	9	_	1.8	
•	. •								· · · · · · · · · · · · · · · · · · ·
				•					
	•	Overall M (means ac	lean Gain f ljusted for	or Schoo differing	10.			1.2	
	0		Standardize			MacGini	tie, ITI	3S	
c.	Right to	Read Teac	her Chara	cteristic	S		<del></del>	<del></del>	
	• Tot	al Number	Reported		7 Mean		D		
	• Ago		iching Expe		34	22	Range -55+		•
			conng mape	FIGHCG	Male	Fema	26 ile		
•	• Sex			No. Percent	2 29	5 71			
	Ethnicit	*****	mr Ind Asi	an Black	Mexican Amer		White C	ther In	No dicatio
		No. Percent					100		
•	Degree	<b></b>	BA or BS	MA or	MS PI	hD O	ther N	o Indica	ution
		No.	6					O marca	***************************************
	Area of Degree	No.	duc Soc S	Huma Sci ities 2		PhysS	ci Mat	h Othe	No In
<b>)</b>	Job				ilingual	Multi		No	.l
	Title	No I		acher	_	Subject	Other		
	Resident		Inner City	Urban	Suburban	Rural	l 6 No In	dication	n
•	Index	No.			7	7	<del></del>		



	• Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)  Effectiveness								
		Excelle	nt Good	Adequate	Poor	Very		Included in Program	
Paren ment	t Involve	-			•			7	
In-ser Traini			4	- 3	<del></del>				
Readi: Specia		3	3	1	<del></del>				
Instru Mater	ctional ials	2	2	2	1				_
	• Te	acher Pref ach in Righ	erence Read	d Program	ontinu next	ing to year:		No: of Teachers:	
				Yes				6	
			•	Yes, if cl		are m	ade	1	
				Questiona	ble				
				No					
D. :	Idonti (i oa	tion of Du	ala d Dina	No Respon	nse				
D. :	Identifica	tion of Pro	Dject Dire	ctor					
	District Supt.	Principal	Reading Specialis	Reading t Teacher	Clas		Other	No Title Indicated	
							х		

Asst. Principal

E. <u>E</u>	ffecti-	veness of R	ight	To Read	i Mat	erials						
•	F	Program F1					Very Usefu		seful	Not Useful	No Indica	ation
	(	PPP)								X		
Ways in	p n o	document parent involueeds and of naterials, and on redirecting PPP was	veme bject nd pr on of	ent, ider ives, ide ogram o existin	ntifica entifica organi g res	ation a cation izatior	nd pr of ba is. A	iorit sic r Also s	izing eadin suppli	of stude g <mark>appr</mark> o ed infor	nt aches matio	n
Structur	ring	Identificat Student/Te	ion o	f	Idei	ntifica Objecti	tion ves_		ng rities	Ongoir Eval.		icatio
							·					х
•	(S (A m	tatus and R S and RC) A document ent during chools and I	with plann	charts g	ter guidin ctivit	g the	schoo	ol in dison	X	No l Indica unity in surroun	volve	•
Ways in	which	S and RC	wası	used:								
Program Planning	n Stud	dent/Teache ds Assessm	er nent	Task Assignn	nents	Disp Prog	lay ram l	Progr	ress	Referer Source	nce	
								7				
		ormation semination	No Indi	cation							-	
				х							,	



### F. Technical Assistant Utilization

•	Rating of Helpfulness:	,	Helpful	Not Helpful	No Indication	
					Х	

## Technical Assistant Activities:

		-			
1.	Program planning	Ц	11.	Identify alternate approaches	
2.	Program implementation		12.	Develop team teaching	
3.	Interpret Right to Read		13.	Observe classes	
4.	planning materials  Work on the Unit Task Force	X	14.	Advise on parental involvement	
5.	Develop Work Statement/ Proposal	 	15.	Recommend consultants	
6.	Develop or identify curriculum materials			Budget planning  Evaluation	
	carreagn materials	-		Dyaluation	1
7.	Needs assessment		18.	Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription			washington, D.O.	$\vdash$
	• •		19.	Plan for 1973-74 program	
9.	Identify Objectives		20	<b>3. 1. 1. 1. 1. 1.</b>	
10	Stoff development		20,	No indication of activity	
10.	Staff development				



## G. Parent Involvement

•	Extent of
	Involvement

# High Medium Low No Indication

## Activities:

1.	Unit Task Force	
2.	Program planning	
3.	Program implementation	
4.	Develop materials.	
5.	Purchase/repair materials	
6.	Aides, tutors, volunteers	
7.	Advisory council	
8.	Workshops, conferences	

		х		
9.	Reading is	Fundar	nental	
10.	PTA, open traditional	house, meetin	other gs	
11.	Supplement	ary act	ivities	
12.	Community	relatio	ns	
13.	Information	n disser	nination	
14.	No indication	on		



#### H. Teacher Aides

Perc	entage of	Teachers Reporting Aides	
•	Worked	in classrooms	100 %
•	Were pa	id	52 %
•	Were:	Parent	
		Student teacher	
		Community organization member	
		High school student	
		Other	100 %
• '.	Average per sem	number of hours aides worked ester	540
• :	Types of	f Activities Performed;	
*	Tutoring	g students	$\begin{bmatrix} \mathbf{x} \end{bmatrix}$
ï	Marking	tests	X
	Distribu	ting materials	X
	Working	in small and large groups	x
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	X
	Bus mor	nitoring	X
	Supervis class	sing recreational activities in or outside	х
	Classro	om maintenance	Х
	Supervis	sing field trips	
	Other _		$[\cdot]$

Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	12		



#### I. Program Characteristics

Right to Read Program

Diagnostic/prescriptive approach

	Consult Technic Project Reading	onsible for training: ants cal Assistant Team (TAT) members director specialist com teacher	3
•	No indic Individuals train Reading		
	Classro Other s	oom teachers taff ofessionals	Х
•	Training areas.		
concept Language de	ground and self	Instructional approach Instructional materials Teaching techniques Classroom organization and management	_X _X



Evaluation

No indication

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

#### 2. Unit Task Force Activities

#### Planning Phase

Rating of helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
X			

• UTF Members:

Х

Frequency of meetings:

Very		No		
Frequent	Frequent	Infrequent	Indication	
	х			



Ä		ě.	. •	Y,		Ų	. 3	•	۳	Ĭ.			٥		g,	Ž.	3		Œ	7		۸		_	•	٠	ij	d	ė	×		ú		3	
	ч	ı				Ť		٠,	L	•	٧	Т	ם	ı	3	ε	ı	٩١	О	1	7	н	ч	С	t	1	٦	,	1	t	. 1	u	B	ε	3
0		5	C.		1,5			4	О.		,	4	Γ.	27	£,	Œ	Ų.		. T			1			7	T,		٠.	7	7			٠.	7	٠.

Meet with TATs	X Develop materials
revelop proposal or work	X Inservice training
L	Budget
Needs assessment	Information dissemination
Develop diagnostic/prescriptive	Develop tests
ldentify objectives	Evaluation
Gather data	No indication
Complete PPP	

#### Implementation Phase

Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			x

UTF members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others
No indication

• Frequency of Meetings:

Very		$A_{i}$	No
Frequent	Frequent	Infrequent	Indication
	x		



																е		

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student selection or placement	Record progress
Student diagnosis	Serve on special committees
Identify tutors	Review program progress X
Inservice training	Information dissemination
	- Evaluation X
Develop community involvement activities	No indication
3. Components of Diagnostic/Presc	riptive Approach;
Individualized prescription	Supplementary materials
Identification of student skill levels	Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping X
Progress checklists	Special classes
Testing	Skill sessions
Review case histories	Field trips
Staff conferences	Reading/language center
Student/teacher conferences	Reading specialist, tutors
	Language experience approach
	Basal text instruction



No indication

#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Semester Hours Reported per Class

Mean Number of

8	
70	
12	

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Etudents doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

0	
100	
20	-
	_
70	
^	٠
0	•
70	
27	
0	

Mean Number of Semester Hours Reported per Class

X

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23



#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking Used)

Language

Language

100%

#### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish Fronch

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

0	- 1
0	
0	
0	
0	
0 0 0	
0	
0	
90	
0	



## 9. Techniques Used for Reading Instruction:

			S	em	ester I rted p	
Machine-based programmed instruction						
Other programmed instruction	n l					7
Gaming/simulation	* - 2*					
Instructional TV						7
Interactive media	,					1
Intensive involvement						1
Discussion groups						1
Demonstration - performance						1
Lecture						1
Contracts						1
Use of supplementary materia	als	•				
Other						]
Ma indiana					3.5	1



#### 10. Classroom Evaluation Procedures:

		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	23
,•	The teacher has formulated or selected specific objectives for each student.	17
•.	The teacher has formulated or selected specific objectives for the entire class.	18
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	17
•	Performance of students is measured in terms of objectives set for each individual.	17
•	Performance of students is measured in terms of objectives set for the entire class.	15
•	Visible records are kept of class performance.	23
<b>.</b>	Records of each student's performance are kept with respect to each objective.	20
•	Students are kept informed of their progress.	23
•	Students are involved in self-evaluation.	20
•	Parents are informed of students! progress,	23
•	No indication	
		<u></u>

11. Total Funding for 1972-73 school year: \$30,000

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

					gree	shment
	San	The contract of the contract o	4 5 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	According to the second	0/20/20/20	0   0   0   0   0   0   0   0   0   0
Project Objectives	S. W. S.			# 6 /20 /20 /20 /20 /20 /20 /20 /20 /20 /20		/18°/ 
STUDENT				1		
Student Attitude	$\mathbf{x}$				$ \mathbf{x} $	
Student Behavior					1	
Student Reading Achievement	X		х		1	
Reading-Related Skills		:				
TEACHER					1	
Teacher Competency						
Teacher Attitude	X			1	x	
Teacher Behavior					1	
PARENT/COMMUNITY						
Parent/Community Involvement						
Parent Attitude					<b> </b>	
PROGRAM						
Information Dissemination		<b>]</b>		1		
Individualization of Instruction			<del></del>			
Innovations						
Inservice Training						
Additional Materials, Services or Personnel		·				

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

					8	/.5	Control Were Act of the State o
		1 (4) 1		47.0	4/	47.6	100 4 10 W 100 100 100 100 100 100 100 100 10
			/ 3		/ 13	Sala	10 20 A
			A 13	7	ુવે ક્	5 /	
Major Area		15	e e	1.3	200	in a	A 10 40 41 10 10 10 10 10 10 10 10 10 10 10 10 10
STUDENT	{	(y)* ^	-{	<b>3</b> ,	1/4	70	<u>~</u> /
Reading Achievement							
Reading - Related Skills		<del></del>	4				
Social Skills							
Attitude		· · ·	-   -			<u> </u>	
TEACHER			- -	<u> </u>	4-	. 135 ;	
Competency							
Attitude		1 .	+			·. <del></del>	
Teacher-Student Relations		-	+-				
Teacher-Staff Relations			+-		-		
PARENT/COMMUNITY		<del></del>	+-		+-		
Support							
Involvement	-	-	-		<del>                                     </del>	· 	
PROGRAM		- 11 · 1	-	<del></del>	-	-	
表 · · · · · · · · · · · · · · · · · · ·							
Success of Inservice Training Program Flexibility		<del></del>		1.5			
Helpfulness of Technical Assistance		<del></del>	-	1 i			
Significant Changes in Pandles	+-		-				
The same recommendation							
Individualization of Instruction						$\dashv$	
Value of Assistance from Aides/Volunteers							

	A Base Co.						26.5	
	こしかい	nin	T CLEARI					
ુ 💺	71 1 C	DID NO:	T CI E A 15 t	* ** *********************************				
4			* OUDARI	JI STATE	ETATES TATES	N		
ď.,	10 mm	1. TEM 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.			E MADIMEN	• •		
	A Day of the second		and the second of the second o			·		
								_

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

More emphasis on reading-related skills

Increased exphasis on improving student achievement

More emphasis on reading-related skills
Increased emphasis on improving student achievement
Increased emphasis on improving student attitude
More remedial help
Increased effort to involve parents/community
Increased school-parent communications
More staff training
More emphasis on diagnostic-prescriptive approach
More emphasis on individualization of instruction
Expand program within school/school district
More materials/equipment/personnel
Increased emphasis on improving teacher competency
Increased emphasis on improving teacher attitude
Improved evaluation techniques
Re-definition of needs
Improved communication with HEW
Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4506



#### INDIVIDUAL SITE ASSESSMENT

	School:	4506		<del></del>
(	Grades:	K-3	- <del></del>	
School	Characte	eristics		
1. <u>G</u>	eographic	Region	A	B C D* E
*S	tates in the lew Mexic	his region are: co, Oklahoma,	Arizona, Ai Texas	rkansas, Califo
2. <u>U</u> 1	rban-Rura	al Index		
		Urban Su	burban X	Rural
3. <u>St</u>	udent Pop	ulation (Total		······································
	Total F	Reported Enrol	lment 733	
		tudents in Eac		el
	Grade	No. of Student	s Grade	No. of Students
	K	161	7	110.01 Student
	1	168	<b>-</b> 8	
	2	180	9	
	3	206	10	
	4		11	
	5		12	
	6		- Spec E	d 18
•	Student	Ethnicity (Tot		
				Percent
		American Indi	an	
		Asian		1
		Black	_	2
		Mexican Amer	ican	36
		Puerto Rican		
		White Other		61
		oruer		



### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	   Total	Percent										
Grade	No. of	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other				
K								Cine				
1	168	1	2	41			56					
2	180	1	2	41	1							
3	206		2	41	<b>1</b>		56					
4							56					
5												
6							·					
7												
8												
9												
10												
11												
12												



3,		ding Gains vol. II, \	for 1972 ', A for c	-73 Scho letailed i	ol Year* report)		•		
	•	Grade Lev (includes for which reported)	only level	15 c	Mean G	ain per	Month	St.	Dev.
		1			•				
		2	•			1		_0.	<del>9,</del>
		3			<del></del>	. 6			1
		4				. 1		_0.	9
		5			•				<del></del>
		6 :				<del></del>	<del></del>		
		•					<del></del>	*	
	•	Overall M (means ad				izes)		1.	1
	•	Name of S Test(s) Us		ed	CTB	s	,		** 1900 (90)
					•		<del></del>	منيب ومر نيسب	
2. <u>R</u>	ight to	Read Teac	her Char	acteristi	CS				
. 0	Tota	al Number	Reported		22				
•	Age				Mear	<u>مسما</u> لسي	Range	3	•
. 6		Years Tea	ching Exp	orience	30		-55 ₊		
				30120/100	Male	Fe	1-23 male		
, •	Sex			No		ــا اــــ	19		
•		•		Percen	t <u>  14</u>	لا ل	36	e variable	
E	thnicity		mr Ind A	sian Blac	Moxica k Amer	n Puert Rica		e Other	No Indicatio
		No. Percent	2		10		10		
		L'ercent [		~	45		45	1	<u> </u>
D D	egree	No.	BA or Ba	S MA o	MS .	PhD	Other	No Inc	lication
		· ·		Hun	oan- Fin			_l	No In
	rea of			Sci iti		-	sSci M	lath O	
יע	egree		18 1		<u></u>				<del>.</del>
				eading eacher	Bilingual Spec	Multi Subjec		er In	No lication
Jo	b Title		1		2	17	2		arctition.
	esident dex	ial No.	nner City	Urban 14	Suburba 7	an Rui	al No	Indica	lion
411									



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program. Parent Involve-3 ment 10 6 In-service Training 9 9 ··4 Reading Specialist 16 6 Instructional Materials . 6 7 5 No: of Teacher Preference Regarding Continuing to Teach in Right To Read Program next year: Teachers: 11. Yes, if changes are made 11 Questionable No No Response Identification of Project Director D. No Title District Reading Reading Classroom Other Indicated Teacher Principal Specialist Teacher Supt.

X



•		Program (PPP)	Planr	ning Proce	dure	•	Very Usefu	l Useful	Not Useful	No Indication
	1	needs and naterials	l objection	th charts g nent, iden ctives, ide program o of existing	illiic Entifi Taan	ation and cation	nd pri of bas	oritizing	of stude	nt aches,
Ways in	whic	h PPP wa	s use	d in progr	am;	•.				
Structur and Plan	ing nning	Identific Student	ation Teacl	of her Needs	Ide of (	ntificat Objecti	ion I ves F	isting Priorities	Ongoin Eval	g No Indication
L x			X							
Ways in	(S m so which	document during thools and Ro	nt witl g plan d Righ C was	nting Cent h charts g ining of ac at to Read, used:	♥ uidir tivit	ng thể s	chool	~~~		
Program Planning	Need	ent/Teac ls Assess	her ment	Task Assignme	ents	Displa Progr	ay am Pi	rogress	Reference Source	e
			·							
Forecast Outcomes	Info Dist	rmation seminatio	No Ind	ication				· ·		
		-								

Effectiveness of Right To Read Materials

#### F. Technical Assistant Utilization

•	Rating of Help	ofulness: Very Helpi	Not Helpful	No Indication
				x

#### • Technical Assistant Activities:

				•
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read planning materials		13. Observe classes	
4.	Work on the Unit Task Force		14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal	x	15. Recommend consultants	4
6.	Develop or identify	,	16. Budget planning	-
	curriculum materials		17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read, Washington, D. C.	
8.	Diagnosis/prescription			1
9.	Identify objectives		19. Plan for 1973-74 program	┥
	Staff development		20. No indication of activity	



#### G. Parent Involvement

•	Extent	of
	Involve	ment

# High Medium Low No Indication

#### Activities:

1,	Unit Task Force
2.	Program planning
5,	Program implementation
4.	Develop materials
5.	Purchase/repair materials
6.	Aides, tutors, volunteers

Workshops, conferences

Advisory council

	x	
9.	Reading is Fundamental	x.
10.	PTA, open house, other traditional meetings	x
11.	Supplementary activities	
12.	Community relations	
13.	Information dissemination	<u>                                     </u>
14.	No indication	Ĺ



7.

8,

#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms Were paid 14% Were: Parent Student teacher Community organization member High school student Other 14% Average number of hours aides worked 165 per semester Types of Activities Performed: Tutoring students X. Marking tests Distributing materials Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside X class Classroom maintenance Supervising field trips Other

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Inefrective
2			



	ce Training:
• In	ndividuals responsible for training:
	Consultants
	Technical Assistant Team (TAT) member
s s	Project director
	Reading specialist
	Classroom teacher
	No indication
• In	ndividuals trained:
	Reading specialist/teacher
	Classroom teachers
	Other staff
	Paraprofessionals
	Parents
	No indication

Learning theory		Instructional approach	X
Student background and self		Instruct onal materials	_X_
Concept		Teaching techniques	X
Language development	-	Classroom organization and	
Motor and perceptual skills	<del></del>	rnanagement	
Right to Read Program		Evaluation	X
Diagnostic/prescriptive approach	x	No indication	



Group or individual meetings, seminars, workshops, conferences School visitations, demonstration teaching, classroom observations University courses Video taping, audio-visuals, multi-media No indication  Unit Task Force Activities  Planning Phase  Rating of helpfulness:  Very Not Helpful Helpful Indication  UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication		v						
School visitations, demonstration teaching, classroom observations  University courses Video taping, audio-visuals, multi-media No indication  Unit Task Force Activities  Planning Phase  Rating of helpfulness:  Very Helpful Helpful Indication  UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication			Group or individual moconferences	eeting	s, sen	ninars, wor	kshops,	x
Video taping, audio-visuals, multi-media No indication  2. Unit Task Force Activities  Planning Phase  Rating of helpfulness:  Very Not No Helpful Helpful Indication  UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Infrequent Indication			School visitations, der observations	monst:	ration	teaching, c	lass100m	
No indication  Unit Task Force Activities  Planning Phase  Rating of helpfulness:  Very Not No Helpful Helpful Indication  Was Relating Mainistrators  Reading specialist  Teachers  Parents Others No indication  Frequency of meetings:  Very Frequent Infrequent Indication  Indication			University courses					
Planning Phase  Rating of helpfulness:  Very Helpful Helpful Helpful Indication  UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication			Video taping, audio-vi	suals	mult	i-media		
Planning Phase  Rating of helpfulness:  Very Helpful Helpful Indication  UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication			No indication					
Rating of helpfulness:      Very     Helpful Helpful Indication	2,	Unit	Task Force Activities					
UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication		Plan	ning Phase		. •			* · · · · · · · · · · · · · · · · · · ·
• UTF Members:  Consultants Administrators Reading specialist Teachers Parents Others No indication  • Frequency of meetings:  Very Frequent Infrequent Infrequent Indication		•	Rating of helpfulness:	,	Help	ful Helpful		cation
Consultants Administrators Reading specialist Teachers Vary Frequent Tequent Teachers Very Frequent Tequent Teachers Tea						x		
Administrators  Reading specialist  Teachers  Parents  Others  No indication  Frequency of meetings:  Very  Frequent  Frequent  Infrequent  Indication		•	UTF Members:					
Reading specialist  Teachers  Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication				Cons	ultant	8		
Teachers Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication				Adm	inistra	ators		х
Parents Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication				Read	ling sp	ecialist		
Others No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication				Teac	hers			X
No indication  Frequency of meetings:  Very Frequent Frequent Infrequent Indication					-			X
• Frequency of meetings:  Very Frequent Frequent Infrequent Indication								
Very Frequent Frequent Infrequent Indication		•		No ii	ndicati	on		
Frequent Frequent Infrequent Indication		•	Frequency of meetings	B ;			·	
				•		,		
			•	Freq	uent	Frequent	Infrequent	Indication
				<u> </u>		x		

Training Methods:

Types of Activities:

Meet with TATs	X Develop materials
Develop proposal or work statement	Inservice training
Needs assessment	X Budget
Develop diagnostic/prescriptive	X Information dissemination
approach	Develop tests
Identify objectives	Evaluation
Gather data	No indication
Complete PPP	

#### Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
	Х		

• UTF members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others
No indication

Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	x		



#### Types of Activities;

[1280] H. M.	and the second second		
Meet with TATs/consultants	X	Status and reporting activities	
Develop criteria for student		Record progress	
selection or placement		Serve on special committees	
Student diagnosis		Review program progress	X
* Identify tutors		Information dissemination	
Inservice training	$\mathbf{x}$	Evaluation	
Develop community involvement			X
activities		No indication	

#### 3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription	$\mathbf{x}$	Supplementary materials	
Identification of student skill levels	$\mathbf{x}$	Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	
Contracts		Commercially made programs	x
Individualized instruction	$\mathbf{x}$	Student grouping	$\mathbf{x}$
Progress checklists	$\mathbf{x}$	Special classes .	
Testing	$\mathbf{x}$	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
"		Basal text instruction	
·		No indication	



#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

> 102 157 106

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

55 63 108

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

#### 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Used)

95
0
2
23
2

#### 8. Reading Approach:

Standard English

Anierican Indian language or dialect

Spanish

French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

	r
42	_
49	
16	
0	
13	
12	_
48	
22	
29	
10	



#### 9. Techniques Used for Reading Instruction:

No indication

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other

Mean Number of Semester Hours Reported per Class



#### 10. Classroom Evaluation Procedures:

	Classicon Evaluation Procedures;	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	22
•	The teacher has formulated or selected specific objectives for each student.	22
• .	The teacher has formulated or selected specific objectives for the entire class.	20
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	16
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	16
•	Performance of students is measured in terms of objectives set for each individual.	22
•	Performance of students is measured in terms of objectives set for the entire class.	14
•	Visible records are kept of class performance.	22
•	Records of each student's performance are kept with respect to each objective.	21
•	Students are kept informed of their progress.	22
•	Students are involved in self-evaluation.	13
•	Parents are informed of students' progress,	22
•	No indication	

11. Total Funding for 1972-73 school year: No clear indication



## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			, , , , ,	/ .	gree	shment	
		18.30		See of See	0		7
Project Objectives	Sign of the state		2 0 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	According to the second	Ke K	2   E   E   E   E   E   E   E   E   E	
STUDENT					1	1	
Student Attitude	х		$\mathbf{L}_{\mathbf{X}}$				
Student Behavior					<del> </del> -	1	
Student Reading Achievement	X		х		1		
Reading-Related Skills	Х		х		1		
TEACHER					1		
Teacher Competency	x_	L _x					
Teacher Attitude					1	•	,
Teacher Behavior							
PARENT/COMMUNITY							
Parent/Community Involvement							
Parent Attitude							
PROGRAM				<del></del>			
Information Dissemination		, '				•	
Individualization of Instruction							
Innovations						•	
Inservice Training							
Additional Materials, Services or Personnel							

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

			1.7
	/		. /
			<b>?</b> /
	/ & o /		
Major Area	Sire Reported Find	We Re Worked Finding Cooks of	ı
STUDENT			
Reading Achievement	X		
Reading-Related Skills		X .	
Social Skills		X	
Attitude	X		
TEACHER			
Competency	X		
Attitude		X	
Teacher-Student Relations		X	
Teacher-Staff Relations		x	
PARENT/COMMUNITY			
Support		x	
Involvement		X	
PROGRAM			
Success of Inservice Training	x		•
Program Flexibility	**************************************	x	
Helpfulness of Technical Assistance		x	
Significant Changes in Reading			
Approach	<del></del>	X	
Individualization of Instruction	x		
Value of Assistance from Aides/Volunteers			

SITE	DID	NOT	CLEARLY	Y STATE	FINDINGS	
------	-----	-----	---------	---------	----------	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
1	More materials/equipment/personnel
•	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS



#### School: 4510



#### INDIVIDUAL SITE ASSESSMENT

	School:	4510	· · · · · · · · · · · · · · · · · · ·	·-
	Grades:_	PreK-6		
Scho	ol Characte	eristics		
l. <u>j</u>	Geographic	Region	A	B C D
` )	States in t New Mexic	his region are: A co, Oklahoma, Te	rizona, Ai	rkansas, C
	Urban-Rur	al Index		-
		Urban Subu	rban	Rural
. §	Student Por	oulation (Total Sc	hool)	
		Reported Enrollm		
Ì		tudents in Each (		
	<u>Grade</u>	No. of Students	Grade	No. of Stud
Pr	eK-K	107	7	
	1	140	8	<del></del>
	2	145	9	
	3	185	10	<del></del>
	4	182	11	
	5	136	12	···
	6	181		
	Student	Ethnicity (Total	School)	
				Percent
		American Indian		
		Asian	•	
		Black		8
		Mexican Americ	an	88
		Puerto Rican		***************************************
	•	White		4
		Other		



#### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

		<del></del>	<del> </del>					<del></del>	
	Total		Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other	
K									
1	140		7	88			6		
2	145		12	83			4		
3	185		8	88			4		
4	182		7	91			2		
5	136		7_	88			5		
6	181		9	86			5		
7				_					
8									
9									
10									
11									
12			-			<u> </u>			
								·	



•	Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
	1	0.7	0,5
	2	0.7	1.1
	3	0.8	1.0
•	4	1.2	1,4
•	5	1.4	1.9
	6		
•	Overall Mean Gain for dimeans adjusted for d	r School 1.0 liffering class sizes)	1.3
	Name of Standardized Test(s) Used		nford Diagnos
• Age	Years Teaching Exper	19	
Ethnicit	No. Amr Ind Asia Percent 8	Mexican Puerto n Black Amer Rican White ( 7 7 7 4 36 36 20	No Other Indicati
Ethnicit Degree	No. I	n Black Amer         Rican White (           7         7         4           36         36         20    MA or MS PhD Office Note 1	
	No. I BA or BS No. 13  Educ Soc Sc No. 19  Read Reac	n Black Amer Rican White (   7   7   4     36   36   20     MA or MS   PhD   Oher No.   4   1     Human   Fine   i ities   Arts   Phys Sci Mate     ding Bilingual Multi	o Indication No I
Degree Area of	No. I Percent 8  BA or BS  No. 13  Educ Soc Sc  No. 19  Read Read Spec Teac	n Black Amer Rican White (   7   7   4     36   36   20     MA or MS   PhD   Oher No.   4           Human   Fine   i ities   Arts   Phys Sci Mate     Ging Bilingual Multi	o Indication No I



3.

Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

No Indica-

		Included				
·	Excellent	Good	Adequate	Poor	Very Poor	in Program
Parent Involve- ment	1	2		3		13
In-service Training	1	6	1	3	3	5
Reading Specialist	3	5	4	2		5
Instructional Materials	5.	7	3	1		3

Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No: of Teachers:

Yes		*		
Yes,	if	changes	are	made
Ques	tio	nable		
No				
No R	ខទា	oonse		

11	
3	
2	
1	
2	

#### D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
		х			



$\mathbf{E}_{i}$ $\mathbf{E}_{i}$	liectiveness of Right	To Read Mat	erials				•
•	Program Planni	v	ery seful	Useful	Not Useful	No Indication	
	(PPP)						х
	(A document with parent involvem needs and object materials, and poor redirection of the contraction of the	ent, identifica tives, identifi rogram organ	ation and cation o izations	d prio f basi . Als	ritizing c readin o suppli	of stude g appro ed infor	ent aches, mation
Ways in	which PPP was used	in program:					
Structur and Plan	ing Identification on the student/Teach		ntificati Objectiv			Ongoi: Eval.	ng No Indication
	<b>.</b>				X		
•	Status and Repor	ting Center	Very Useful	Usefu	Not l Usefu	No 1 Indica	ation
	(S and RC)			х			
	(A document with ment during plan schools and Righ	ning of activit	ies, and	d liais	on with		
Ways in	which S and RC was	used:					
Program Planning	Student/Teacher Needs Assessment	Task Assignments	Displa Progra	y am Pr	ogress	Referen Source	nce
х						·	
	Information No s Dissemination Ind						
Х							
	<del></del>						



#### F. Technical Assistant Utilization

•	Rating of	Helpfulness:	Helpful	Not Helpful	No Indication	
					x	

#### Technical Assistant Activities:

			A .
1.	Program planning	x	11. Identify alternate approaches
2.	Program implementation	X	12. Develop team teaching
3.	•		13. Observe classes
4.	planning materials  Work on the Unit Task Force		14. Advise on parental involvement
5.	Develop Work Statement/ Proposal		15. Recommend consultants
	1100001		16. Budget planning
6.	Develop or identify curriculum materials		17. Evaluation
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription		19. Plan for 1973-74 program
9.	Identify objectives		
10.	Staff development		20. No indication of activity



#### G. Parent Involvement

•	. `	Extent	of
		Involve	ment

# High Medium Low No Indication

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

	and the second of the second		
^	-		
4.	Reading	10 1111	idamental
/•	4/COULINE	40 4 41	*******

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



#### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 849 Were paid 37 5% Were: Parent Student teacher 5% Community organization member High school student Other 74% Average number of hours aides worked 347 per semester Types of Activities Performed: X Tutoring students Marking tests X Distributing materials X X Working in small and large groups X Preparing materials Liaison with parents and other outside personnel X Bus monitoring X Supervising recreational activities in or outside X class Classroom maintenance X Σ Supervising field trips

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	6		



#### I. Program Characteristics

Diagnostic/prescriptive approach

1.

•	Individuals resp	onsible for training:	•
	Consult	ants	
	Technic	cal Assistant Team (TAT) members	
,	Project	director	
	Reading	g specialist	
	Classro	oom teacher	
	No indi	cation	Į
•	Individuals train	ned:	
	Readin	g specialist/teacher	
	Classr	oom teachers	
	Others	staff	
	Parapr	ofessionals	
	Parent	s	
	No indi	cation	L
•	Training areas	•	
rning tl	heory	Instructional approach	
	kground and self	Instructional materials	
ept		Teaching techniques	
-	levelopment	Classroom organization and	
	perceptual skills	management	}
it to Re	ad Program	Evaluation	1



No indication

		Training Methods:	•				
		Group or individual m	eetings	, sen	ninars, wor	kshops,	x
		School visitations, der observations	monstr	ation	teaching, cl	assroom	
		University courses					
	•	Video taping, audio-vi	isuals.	multi	-media		
		No indication	,			•	
•	Unit	Task Force Activities					
	Plan	ning Phase				•	
	•	Rating of helpfulness:		Very Helpi	ul Helpful	Not No Helpful India	cation
	•	UTF Members:					
			Const				
				•	ecialist		
			Teacl	•	ectatist		
			Pare				
			Other				
			No in	•	on		х
	•	Frequency of meeting	<b>6</b> ;				
			Very				No
		·	Frequ	ent	Frequent	Infrequent	Indication
					X		
			<b></b>				



Meet with TATs  Develop proposal or work statement  Needs assessment  Develop diagnostic/prescriptivapproach  Identify objectives  Gather data  Complete PPP	re X	Develop materials Inservice training Budget Information dissemination Develop tests Evaluation No indication	nation	
Implementation P	hase			
• Rating of He	elpfulness:			
	·	Very Not Helpful Helpful Hel	No pful Indication	
• UTF membe	rs:			
	Readin Teache Parent Others No indi	istrators g specialist ers s	x	
• Frequency o	f Meetings:			•
		Very Frequent Frequent	Infrequent	No Indication

Types of Activities:



X

														8	

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student Selection or placement	Record progress	
Student diagnosis	Serve on special committees	-
Identify tutors	Review program progress	_
Inservice training	Information dissemination	
Develop community involvement activities	Evaluation No indication	x
3. Components of Diagnostic/Pres	criptive Approach:	
Individualized prescription	Supplementary materials	x
Identification of student skill levels	Games, manipulatives	-
Teacher observation	Audio-Visual, Multimedia	
Contracts	Commercially made programs	
Individualized instruction	Student grouping	
Progress checklists	Special classes	
Testing	Skill sessions	
Review case histories	Field trips	
Staff conferences	Reading/language center	X
Student/teacher conferences	Reading specialist, tutors	
	Language experience approach	
	Basal text instruction	



No indication

#### 7. Classroom Language (All Classes Combined):

Linguage of Instruction Native Language of Students (% of Students Speaking Used)

The standard of Students Speaking Language (% of Students Speaking Language)

The standard of Students Speaking Language (% of Students Speaking Language)

The standard of Students Speaking Language of Students Language of Students Speaking Language of Students Speaking Language of Students Language of Students

#### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish

Japanese

No indication

French

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

16 12 14 6 11 16 42 63 6	
12 14 6 11 16 42 63	
12 14 6 11 16 42 63	16
14 6 11 16 42 63	, ;
14 6 11 16 42 63	12
11 16 42 63	
11 16 42 63	14
11 16 42 63	4
16 42 63	
16 42 63	11
42 63	
42 63	17
63	10
63	
63	42
	63
6 n	
	6
	Λ
l	



#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Semester Hours Reported per Class

Mean Number of

	90	
	172	
	28	
ſ		1

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

383
14
28
7
14
52
59

Mean Number of Semester Hours Reported per Class

64	
56	
50	
	7

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

#### 9. Techniques Used for Reading Instruction:

Reported per Class Machine-based programmed. instruction 6 Other programmed instruction 3 Gaming/simulation 25 Instructional TV 4 Interactive media 11 Intensive involvement 8 Discussion groups 38 Demonstration-performance 36 Lecture 18 Contracts 9 Use of supplementary materials 33 Other 3 No indication

Mean Number of Semester Hours



#### 10. Classroom Evaluation Procedures:

	·	Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
•	The teacher has formulated or selected specific objectives for each student.	14
•	The teacher has formulated or selected specific objectives for the entire class.	12
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	12
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
•	Performance of students is measured in terms of objectives set for each individual.	12
•	Performance of students is measured in terms of objectives set for the entire class.	8
•	Visible records are kept of class performance.	11
•	Records of each student's performance are kept with respect to each objective.	13
•	Students are kept informed of their progress.	16
•	Students are involved in self-evaluation.	15
• .	Parents are informed of students' progress.	17
•	No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated



### J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

					ree	hment /
	10 15 to 10		Serial Se	According to the second	Contraction of the contraction o	
Project Objectives	Paris A	1/4 4	*/Q**	4/54	7/3/	
STUDENT						
Student Attitude	х	X				
Student Behavior						
Student Reading Achievement	Х		X			
Reading-Related Skills	x	X				
TEACHER						- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
Teacher Competency	x		X	_ ::_		
Teacher Attitude						
Teacher Behavior						
PARENT/COMMUNITY			-			
Parent/Community Involvement	x	x				
Parent Attitude			•			
PROGRAM						
Information Dissemination						
Individualization of Instruction						•
Innovations						, .
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

500 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 : 100 :				· · · · · · · · · · · · · · · · · · ·	_
			200	\$	
		Z A			
			2 2 2	No. 10 No	
		* 50 × 1	5 × ×		
	/ ned	15 / 2º	1 2 / S		
Major Area	S A	Site Res Findings W. Res	Pinding Walied Pinding Co. 188 W.	A STATE OF THE WOOL	
STUDENT					
Reading Achievement	x				
Reading-Related Skills			х		
Social Skills	X			,	
Attitude	X				
TEACHER					
Competency		x			
Attitude			х		
Teacher-Student Relations			х		
Teacher-Staff Relations	-		х		
PARENT/COMMUNITY		l I			
Support		<u> </u>	х		
Involvement	X				
PROGRAM					
Success of Inservice Training		x			
Program Flexibility			x		
Helpfulness of Technical Assistance	3	х		•	
Significant Changes in Reading Approach			x		
Individualization of Instruction			х		
Value of Assistance from Aides/Volunteers			х		

SITE	DID	NOT	CLEARLY	STATE	<b>FINDINGS</b>	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
•	Increased effort to involve parents/community
	Increased school-parent communications
<u> </u>	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
-	Expand program within school/school district
	More materials/equipment/personnel
<u>x</u>	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
<u>X</u>	More technical assistance
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



#### School: 4511

### INDIVIDUAL SITE ASSESSMENT

		School:	4511			
		Grades:	K-6			<u> </u>
Α,	Scl	nool Characte	ristics			
	1.	Geographic	Region	A	B C I	O* E F
		*States in t New Mexic	his region are:	Arizona, A Texas	rkansas, (	aliforni
	2,	Urban-Rura	al Index	:		
			Urban Sul	ourban	Rural	
	3.	Student Pop	ulation (Total S	chool)		
			leported Enroll		9	
			tudents in Each		مدينه ك	
		Grade	No. of Students	Grade	No. of Stu	dents
		K	99	7		
		1	116	- 8	<del></del>	<del></del>
		2	115	9	·	<del></del>
		3	106	10		
		4	102	11	<del>-,,</del>	
		5	104	12		
1		6	80	Spec 1	Ed 27	
		• Student	Ethnicity (Tota	1 School)		
			•		Percent	
			American India	n		
			Asian			
			Black		14	
			Mexican Ameri -	can	71	
			Puerto Rican			
			White			
		•	Other		14	



#### B: Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent								
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other		
K	99		31	68			1			
1	116		28	70			3			
2	115		24	71			4			
3	106		18	75			8	•••		
4	102		23	75			3			
5	104		21	73			6			
6	80		16	76			8			
7										
8										
9										
10							··			
11							•			
12										
Spec E	27		7	85			7			
*****		**************************************								



	(00	o Vol. 11, V, A for detail	ed report)	
	•	Grade Level (includes only levels for which data were	•	
		reported)	Mean Gain per Month	St. Dev.
, ,	•	1		
	• •	2	0.6	0. ?
		3	0.5	0.6
	•	4	0.5	0,9
		5	0.9	1.4
		6	1,5	1.6
1.5		One wall Marrie Galler ( - G	W. C.	1.1
	0	Overall Mean Gain for S (means adjusted for diffe	chool	
,	0	Name of Standardized Test(s) Used	MAT, Stanford Dia	gnostic
		resulty osed	amananta Communication of the Education 1	
~	mat all a a c	- n - 1 m - 1 - 01 - 1		<del></del>
C.	Right to	Read Teacher Character	istics	
	• Tot	tal Number Reported	Z4 Mean Range	e de la companya de La companya de la co
	• Ago	y.	Mean Range 41. 22-55+	<del>'</del>
	e No.	Years Teaching Experien	***************************************	
			Malo Female	<del>Vertica sidud</del> i.
	• Sex		No. 22	
		rei	cent 5 95	•
_	Wahalala		Mexican Puerto	No
o ·	Ethnicit	y Amr Ind Asian l	Black Amer Rican White	Other Indication
	•	Percent	26 10 64	
			A or MS PhD Other	No Indication
•	Degree	No. 22	2	
_	Area of		Human- Fine ities Arts Phys Sci M	No Ind
•	Degree	No. 21 1	ities Arts Phys Sci M	lath Other cation
	<u> </u>	Read Readin	•	No
	Y . 1. (1934)	spec Teache	والمراهد	er Indication
•	Job Titl		12 5	Tu di action
0	Residen Index	tial No. Inner City Ur		Indication
	Index			

• Tencl (figur	No Indica- tion or Not					
	Excellent	Good	Effecti Adaquata	<del></del>	Very Poor	Included in Program
Parent Involve - ment		2	4	9	2	7
In-service Training		8	13			3
Roading Specialist		11	9	1		3
Instructional Materials	4	12	5			3

	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	11
	Yes, if changes are made	1
	Questionable	5
	No	3
•	No Response	1

### D. Identification of Project Director

Distric' Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher		No Title Indicated
,					x	

•	1	Program Plai (PPP)	nning Proce	dure		Very Useful		Not Useful	No Indication
	r n o	A document we carent involvenceds and objusterials, and on redirection	ement, iden ectives, ide program o of existing	tifica entifi rgan g res	ation ar cation of ization	nd pric of basi s. Al:	ritizing ic readin so suppli	of stude g appro- ed infor	nt aches, mation
Structur	ing	n PPP was us Identificatio Student/Tea	n of	Ide	ntificat Objectiv	ion L	isting riorities	Ongoin Eval	g No Indication
х									
•	(S (A m	tatus and Rep and RC) document w ent during pl	ith charts g	er uidin	g the s	X chool	ion with	unity in	volve
Ways in	80	chools and Ri	ght to Read,	, Wa	shingto	n, D.	C.)		
Program Planning	Stud	lent/Teacher is Assessmen	Task nt Assignm	ents	Displi Progr	ay am Pr	ogress	Referen Source	Ce
х		X							
Forecast Outcome:	Info s Dis	ermation Nesemination I					<b>_</b>		<b>-</b>

Effectiveness of Right To Read Materials

E.

#### F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
				x

#### Technical Assistant Activities:

1,	Program planning		11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3.	Interpret Right to Read		13. Observe classes
	planning materials	H	14. Advise on parental involvement
4.	Work on the Unit Task Force	$\vdash$	involvement
5.	Develop Work Statement/ Proposal		15. Recommend consultants
			16. Budget planning
6.	Develop or identify curriculum materials		17. Evaluation
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription		19. Plan for 1973-74 program
9.	Identify objectives		20. No indication of activity
10.	Staff development	L X	



#### G. Parent Involvement

- Extent of Involvement
- High Medium Low No Indication
- Activities:
- ), Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

^				
u	Unadian		محمدها استحداثا	1
7.	Meauine	15	Fundame	intai

- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X



#### H. Teacher Aides

Perc	centage of	Teachers Reporting Aides	,		1
•	Worked	in classrooms		88	%
•	Were pa	id		42	%
•	Were:	Parent		21	%
		Student teacher		4	%
		Community organization member			
		High school student		4	%
	· .	Other		54	%
•	Average per sem	number of hours aides worked		106	
•	Types o	f Activities Performed:			
	Tutorin	g students	٠	X.	
	Marking	tests		X	
	Distribu	iting materials		X	
	Working	in small and large groups		X	
	Prepari	ng materials	-5 * - 1	X	1 34.1
	Liaison	with parents and other outside personnel		X	
	Bus mo	nitoring			
	Supervi class	sing recreational activities in or outside		х	
	Classro	oom maintenance		Х	
	Supervi	sing field trips		X	
, '	Other _			ــــــــــــــــــــــــــــــــــــــ	J

• Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective	
5	16		1	



Inservice	Training:
• Ind	ividuals responsible for training:
	Consultants
•	Technical Assistant Team (TAT) member
	Project director
	Reading specialist
· ·	Classroom teacher
	No indication
• Indi	ividuals trained:
	Reading specialist/teacher
	Classroom teachers
•	Other staff
radi - det e - Massighersisk obligaris miningar enga aya ayasang canac saga sa	Paraprofessionals
	Parents
	No indication



•	Training Methods:			*	
	Group or individual n	neetings, sei	minars, wor	kshops,	<b>[</b> x]
	School visitations, de observations	monstration	teaching, c	lassroom	
	University courses				
Art of the state o	Video taping, audio-v	isuals, mult	i-media		
	No indication				
Unit	Task Force Activities				
Plan	ning Phase			•	
•	Rating of helpfulness:			Not No Helpful Indi	cation
				31,831 GB (T.)	x
		<b></b>			
	UTF Members:				
•					
		Consultant			
		Administr			
		Reading s			
			pecialist		
		Teachers			
		Parents			
		Others			
		No indicat	ion		LXI
_	<b>71</b>				
• :	Frequency of meeting				
•		Very			No
		Frequent	Frequent	Infrequent	Indication
		<u> </u>	1		X



Types of Activities: Meet with TATs Develop materials Develop proposal or work Inservice training statement Budget Needs assessment Information dissemination Develop diagnostic/prescriptive Develop tests approach X Evaluation Identify objectives No indication Gather data Complete PPP Implementation Phase Rating of Helpfulness: Verv Not No Helpful Helpful Helpful Indication X UTF members: Consultants Administrators Reading specialist Teachers Parents Others No indication

Frequency of Meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
-	L		X



#### • Types of Activities:

Meet with TATs/consultants		Status and reporting activities	X
Develop criteria for student		Record progress	
selection or placement		Serve on special committees	x
Student diagnosis	<u> </u>	Review program progress	
Identify tutors		Information dissemination	
Inservice training		Evaluation	
Develop community involvement activities		No indication	

#### 3. Components of Diagnostic/Prescriptive Approach:

,			· ,		
	Individualized prescription	$\mathbf{x}$	Supplementary materials	X	
	Identification of student skill levels		Games, manipulatives		
,	Teacher observation		Audio-Visual, Multimedia		:
	Contracts		Commercially made programs		
	Individualized instruction	x	Student grouping	X	
	Progress checklists	$\mathbf{x}$	Special classes	x	
	Testing	X	Skill sessions		
	Review case histories		Field trips		
	Staff conferences		Reading/language center		
	Student/teacher conferences		Reading specialist, tutors		
			Language experience approach		
			Basal text instruction		
			No indication		



4. Program Location:*

Mean Number of Semester Hours Reported per Class

160

125

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

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	29	7	
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Mean Number of Semester Hours Reported per Class

> 48 94 135



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 24

#### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language 1% of Students Speaking Used) Language) Standard English 95% 30% Non-Standard English 26 Spanish 4 41 French American Indian language or dialect Japanese No indication

#### 8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

27
37
35
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32
32 2
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28
40
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41
_62
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#### 9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	
Other programmed instruction	•
Gaming/simulation	4
Instructional TV	
Interactive media	
Intensive involvement	
Discussion groups	
Demonstration-performance	
Lecture	
Contracts	
Use of supplementary materials	Tever 1
Other	
No indication	

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16	
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10.	Classroom Evaluation Procedures:	
		Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	
	The teacher has formulated or selected specific objectives for each student.	
•	The teacher has formulated or selected specific objectives for the entire class.	15
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
•	Performance of students is measured in terms of objectives set for each individual.	17
	Performance of students is measured in terms of objectives set for the entire class.	9
*	Visible records are kept of class performance.	15
	Records of each student's performance are kept with respect to each objective.	11
: e	Students are kept informed of their progress.	19
	Students are involved in self-evaluation.	16
•	Parents are informed of students' progress.	

11. Total Funding for 1972-73 school year: Not Clearly Indicated

No indication

## J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Dogree of Accomplishment *

		20 35		Acco	gree of mplishment
Project Objectives	San A			\$ 6 /\$ .	
STUDENT					
Student Attitude	X	X			
Student Behavior	X			X	
Student Reading Achievement	ida kari <b>X</b> aa	22.58			$\overline{L\mathbf{x}}$
Reading-Related Skills	X				
TEACHER		7 (47 (A) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4		17 kg	
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY		*		1/1	
Parent/Community Involvement	X		x	. ,	
Parent Attitude				2.1	
PROGRAM		<u></u>			
Information Dissemination					
Individualization of instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



			TAR OF A	123	
Major Area		a de la companya de l	See of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the see of the	The Porte of Principle of the Porte of the P	10 10 10 10 10 10 10 10 10 10 10 10 10 1
STUDENT	-/ 3	~/	9 4	47 20	<i>``</i> ]
Reading Achievement		i leta verili di ir			
Reading-Related Skills	X	_			
Social Skills				x	1
Attitude				x	
TEACHER	X				
Competency					
Attitude				x	
Teacher-Student Relations				x	
Teacher-Staff Relations	<del></del>	_ _		x	
PARENT/COMMUNITY				x	
Support					
Involvement	<b></b>			x	
PROGRAM	<u> </u>				
Success of Inservice Training Program Flexibility				· ·	
Helpfulness of m				_× ∣	
Helpfulness of Technical Assistance Significant Changes in Reading Approach				<u> </u>	
No. of the property of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second sec				_ <b>X</b>	
Individualization of Instruction		<b></b>		_x_	
Value of Assistance from Aides/Volunteers				X	

SITE	DID	Mom	^			
		MOT	CLEARLY	STATE	FINDINGO	
		į		-	- MDMACK	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation. 738



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
_X_	Increased emphasis on improving student achievemen
	Increased emphasis on improving student attitude
	More remedial help
<u>x</u>	Increased effort to involve parents/community
<u>X</u>	Increased school-parent communications
X	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
<del></del>	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



#### School: 4512

#### INDIVIDUAL SITE ASSESSMENT

		School: 4	512		
		Grades: 1	ζ-5		
Α.	Sch	1001 Characte	eristics	. А	B C D* I; F
	1.	Geographic	Region		
		*States in t New Mexic	his region are: A co, Oklahoma, Te	rizona, Ar exas	kansas, Californi
	2.	Urban-Rur	al Index		
			Urban Subu	rban	Rural
	<b>3.</b>	Student Pop	oulation (Total Sc	hool)	
			Reported Enrollm Students in Each (		el
		Grade	No. of Students	Grade	No. of Students
		K	97	7	
		1	116	8	
		2	108	9	
		3	117	10	
		4	100	11	
		5	108	12	
		6 .		Spec. Ed.	20
		• Studen	t Ethnicity (Total	School)	Percent
			American Indian	<b>L</b>	
			Asian		
			Black		14
			Mexican Americ	un	71
			Puerto Rican		
			White		
			Other		14



#### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	97		34	57			9	
1	116		30	62			8	
2	108		45	45			9	
3	117		33	56			11	
4	100		35	48			17	
5	108		35	51	1		13	
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3.

Teacher Attitude Toward Right To Read Features No Indica-(figures indicate number of teachers responding) tion or Not Effectiveness 'Included' Excellent Good Adequate Poor Very Poor in Program Parent Involve-12 1 ment 1 In-service 3 8 1 . 1 1 Training Reading 5 6 2 1 Specialist Instructional 6 4 3 1 Materials

0	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:
	Yes	14
	Yes, if changes are made	
	Questionable	
	No	
	No Response	

### D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
				х	

•		Program Pi PPP)	annir	ig Proce	dure	Use		seful X		Indication
	n n	document arent invo- eeds and o naterials, a n redirect	vem <i>e</i> bjecti nd pr	ent, ider ives, ide ogram o	itifica entifi organ	ition and p cation of b izations.	riorit asic i Also	izing eadin suppli	of studer g approsed ed inform	nt .ches, nation
Ways in v	vhicl	PPP was	used	in prog	ram:					
Structuri and Plani		Identificat Student/T			Ide	ntification Objectives	Listi Prio	ing rities	Ongoin Eval	g No Indication
x						X				
• Ways in v	(£ m sc	tatus and R and RC) a document ent during chools and a S and RC	with plann Right	charts ging of a to Read	guidir ctivit	ng the scho	X ool in aison	comm with	unity inv	volve -
		lent/Teach ds Assessr		Task Assignn	nents	Display Program	Prog	ress	Reference Source	≎ <b>e</b>
X				x						
Forecast Outcomes	Info Dis	rmation semination	No Indi	cation				· <del>· · · · ·</del>		
		x								
										1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Effectiveness of Right To Read Materials



E,

## F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
		a.		х

### Technical Assistant Activities;

1.	Program planning	х	11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	_
3.	Interpret Right to Read		13. Observe classes	
4.	planning materials  Work on the Unit Task Force	-	14. Advise on parental involvement	
5.	Develop Work Statement/		15. Recommend consultants	
•	Proposal	-	16. Budget planning	
6.	Develop or identify curriculum materials		17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription			$\dashv$
9.	Identify objectives		19. Plan for 1973-74 program	$\dashv$
10	Staff development	X	20. No indication of activity	_



## G. Parent Involvement

	• Extent of Involvement	High Medium Low No Indication	ے۔
		X	
	• Activities:		
1.	Unit Task Force	9. Reading is Fundamental	
2.	Program planning	10. PTA, open house, other	
3,	Program implementation	traditional meetings	-
4.	Develop materials	X 11. Supplementary activities	X
5.	Purchase/repair materials		X
6.	Aides, tutors, volunteers	X 13. Information dissemination	
7.	Advisory council	14. No indication	
8.	Workshops, conferences		

### H. Teacher Aides

Percentage of Teachers Reporting Aides Worked in classrooms 40% Were paid 25% Were: Parent 15% Student teacher 5 % Community organization member High school student 25% Other Average number of hours aides worked 103 per semester Types of Activities Performed: Tutoring students  $\mathbf{X}$ . Marking tests X Distributing materials X Working in small and large groups X Preparing materials X Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class Classroom maintenance X Supervising field trips X Other

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	3		

### I. Program Characteristics

Right to Read Program

Diagnostic/prescriptive approach

•	Individuals respo	onsible for training:					
	Consult	ants					
	Technic	al Assistant Team (TAT) members					
	Project	director					
	Reading	specialist					
	Classro	oom teacher					
	No indi	cation					
÷	Individuals train	ed:					
	Reading	specialist/teacher					
	Classro	oom teachers					
	Other s	staff					
	Parapr	ofessionals					
	Parents	3					
	No indi	cation					
6	Training areas						
ing th	neory	Instructional approach					
	kground and self	Instructional materials					
pt		Teaching techniques					
•	levelopment	Classroom organization and					
and	perceptual skills	management					



Evaluation

No indication

			T								

Group of individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

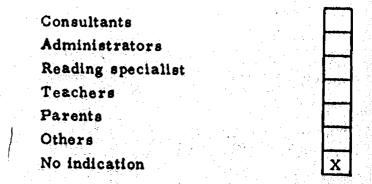
No indication

#### 2. Unit Task Force Activities

### Planning Phase

• Rating of helpfulness: Very Not No Helpful Helpful Indication

UTF Members:



Frequency of meetings;

	Very			No
	Frequent	Frequent	Infrequent	Indication
4		X		
		5 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (		

Meet with TATs		Develop r	naterials	X	•
Develop proposal or work		Inservice			
Needs assessment	x	Budget			
Develop diagnostic/prescriptive approach		Informati Develop t	on dissemin ests	ation	
Identify objectives		Evaluation	n.	x	
Gather data		No indica	tion		
Complete PPP	x			h-wood.	· · · · · · · · · · · · · · · · · · ·
Implementation Ph	ase				
			•		
• Rating of Hel	pfulness:				
	* .	Very Helpful H	Not lelpful Help	No oful Indicatio	n
				x	
		<u> </u>		<del></del>	
• UTF member	<b>:8</b> :				
	Consul	tants			
	Admini	strators			
	Readin	g specialis	t		
	Teache	rs			
	Parent	8			
	Others				
	No indi	ication	; ;	х	
• Frequency of	Meetings:			,	•
		Very	_		No
		Frequent	Frequent	Infrequent	Indicati
			x		1

Types of Activities:



## • Types of Activities:

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student	Record progress	
selection or placement	 Serve on special committees	
Student diagnosis	Review program progress	X
Identify tutors	Information dissemination	
Inservice training		
Develop community involvement	Evaluation	
activities	No indication	

# 3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription	x	Supplementary materials
Identification of student skill levels	X	Games, manipulatives
Teacher observation		Audio-Visual, Multimedia
Contracts		Commercially made programs
Individualized instruction	یا	Student grouping
Progress checklists		Special classes
Testing	X	Skill sessions
Review case histories		Field trips
Staff conferences		Reading/language center
Student/teacher conferences		Reading specialist, tutors
		Language experience approach
		Basal text instruction
		No indication
		•



### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

126

Mean Number of Semester Hours Reported per Class

74

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

70 92 111

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 20

### 7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Students Speaking (% of Time Language Used) Language) 100% 53 % Standard English Non-Standard English 5 Spanish 35 French American Indian language or dialect Japanese 17 No indication

### 8. Reading Approach:

Reported per Class Meaning emphasis 62 Code emphasis 53 Linguistics 21 Modified alphabet 0 Responsive environment 2 Programmed learning 7 37 Individualized reading Language experience 16 Eclectic or teacher's own 12 Other 11 No indication

Mean Number of Semester Hours



### 9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

9	
44	
5	
3	
7	
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50	
26	
24	
3	
59	
9	



# Classroom Evaluation Procedures:

	Oldool Com Livardation Procedures;	Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	19
•	The teacher has formulated or selected specific objectives for each student.	13
•	The teacher has formulated or selected specific objectives for the entire class.	18
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	16
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
•	Performance of students is measured in terms of objectives set for each individual.	16
•	Performance of students is measured in terms of objectives set for the entire class,	14
•	Visible records are kept of class performance.	10
•	Records of each student's performance are kept with respect to each objective.	16
•	Students are kept informed of their progress.	19
•	Students are involved in self-evaluation.	16
•	Parents are informed of students' progress.	19
•	No indication	

Total Funding for 1972-73 school year: No Clear Indication 11.

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				/ .	grae o	hment /
				Acco	400 Julie 100 Ju	
Project Objectives	S. N. S.			4 /5°	4 /2/	
STUDENT						•
Student Attitude	x	x				
Student Behavior	$\int_{\mathbf{X}}$		х			•
Student Reading Achievement	х	x				-
Reading-Related Skills	x				х	
TEACHER						
Teacher Competency			<u></u>			
Teacher Attitude						
Teacher Behavior	<u> </u>					
PARENT/COMMUNITY		}	1		1 1	
Parent/Community Involvement	x	X				
Parent Attitude				<u> </u>		*
PROGRAM						
Information Dissemination		<u> </u>		;		
Individualization of Instruction						
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

Major Area	W. Re Darie of Fig.	We Re Porte of Final Page of Copy of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of Page of P	A A A A A A A A A A A A A A A A A A A
STUDENT			
Reading Achievement	х		
Reading-Related Skills		Х	
Social Skilis	х		
Attitude	x		
TEACHER			
Competency		X	
Attitude		X	
Teacher-Student Relations		X	* A
Teacher-Staff Relations		X	
PARENT/COMMUNITY			
Support		X	
Involvement	X		
PROGRAM			
Success of Inservice Training		x	
Program Flexibility		x	
Helpfulness of Technical Assistance		X	
Significant Changes in Reading Approach		x	
Individualization of Instruction		x	
Value of Assistance from Aides/Volunteers		x	:

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
<del></del>	Increased emphasis on improving student achievement
<del></del>	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
-	Increased emphasis on improving teacher attitude
-	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X



School: 4601



### INDIVIDUAL SITE ASSESSMENT

		School:	4601		
		Grados:	K-6		
	Ó	-			,
A.	•	ool Characte	ristics		
	1.	Geographic	Region	Â	B C D E* F
		Minnesota		aska, Nort	ansas, Iowa, Missouri, h Dakota, South Dakota,
	2.	Urban-Rura	al Index	· ·	
			Urban Subi	ırban	Rural X
	3.	Student Pop	oulation (Total Sc	hool)	
		• Total F	Reported Enrolln	nent 126	
			tudents in Each	***************************************	el
		Grade	No. of Students	Grade	No. of Students
		K	20	7	No. of Students
		1	16	8	
		2	17	9	<del></del>
		3	13	10	
		4	14	11	
		5	15	12	
		6	15	Early chil	ld 16
		• Student	Ethnicity (Total	School)	_
			American India	_	Percent
			Asian	1	8
			Black		3
			Mexican Americ	ean	4
			Puerto Rican	•	
			White		85
			Other		
					· · · · · · · · · · · · · · · · · · ·



### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

							<del></del>	
	Total			P				
Grade	No. of	American Indian	Black	Mexican American	Asian Americ	Puert an Ricar		Other
К	20	45		5		, i	50	
1	16	31		5			63	
2	17	35		6			59	
3	13	8		23			69	
4	14	57					43	
5	15			13			80	
6	15	13					80	
7								
8								
9								
16			·					
11								
12								
Early	hild 16	56		13			31	



•	ee Vol. 11, V, A for detaile	ou report)	
0	Grade Level (includes only levels for which data were		
	reported)	Mean Gain per Month	St. Dev.
	1	0.6	0.6
•	2	1,0	1,0
	3	1, 3	1. 3
•	4	1,6	0. 8
	5	2.1	2, 1
	6	2.7	2, 4
٥	Overall Mean Gain for So		1.7
	(means adjusted for diffe		
•	Name of Standardized Test(s) Used	_CTBS	
Right to	o Read Teacher Characteri	stics	
• To	tal Number Reported	4	
o Ag	e	Mean Range	· ·
_	. Years Teaching Experien	ce 3 1-13	
	A manage of a manage of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the se	Male Female	
• Sex	Perc	No. 2 2	
Ethnici	ty <u>Amr Ind</u> Asian B	Mexican Puerto	No
	No.	lack Amer Rican White (	Other Indication
	Percent	100	
Degree	No. 3 1	or MS PhD Other N	lo Indication
Area of		luman- Fine	No I
Degree	No. 4 Soc Sci	ities Arts Phys Sci Mai	th Other cati
•	Read Reading	Bilingual Multi	No
*.1 <i>i</i> n:.1	Spec Teacher		
Job Titl	**************************************	1 4	
Residen Index	itial No. Inner City Urb	an Suburban Rural No Ir	dication



• Teach (figure	g)	No Indica- tion or Not					
	_	Included					
	Excellent	Good	Adequate	Poor	Very P	oor	in Program
Parent Involve- ment	4				-		
In-service Training	4						
Reading Specialist	4						and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s
Instructional Materials	4.						Salah amin'ili kan saksadi saks disk disk disk disk disk disk disk di
• Teach Teach	ier Prefei in Right	ence Reac	egarding ( d Program	Continu n next	ing to year:		No: of Teachers:
			Yes				4
			Yes, if c	hange	s are ma	ade	
			Question	able			
	•		No				
	•		No Respo	onse			
D. Identification of Project Director							
District Supt. Pi	incipal S	leading pecialis	Reading at Teache		ssroom cher	Othe	No Title r Indicated



E. E	Effecti	veness of R	ight To	Read	Mat	erials				•			
•	F	Program Pl				1	/ery Jsefu			Not Useful	No Indi	ation	
	,	PPP)		٠			<del></del>				х		
	r n o	document parent involueeds and olueterials, and on redirecti	vement, ojective nd progr on of ex	iden s, ide am o isting	itifica entifi organ g res	ation an cation o ization:	nd proof bass. A	iori sic Aso	tizing o reading supplie	of stude g approa ed infor	nt aches mati	on	
Structu	ring	Identificat	ion of	- •	<u> I</u> de	ntificat	ion	List	ing	Ongoin	ng No		
and Pla	nning	Student/Te	eacher N	leeds	of	Objectiv	/es	Pric	rities	Eval.	Inc	licatio	n
2	х												
•		tatus and R S and RC)	eporting	Cent	ter	Very Useful X	Use	ful	Not Useful	No Indica	ition		
	m	document ent during chools and l	planning	ofa	ctivit	ies, an	ıd lia	isor	with s	unity in surroun	volve ding	-	
Vays in	which	S and RC	was use	d:									
Program	n Stud g Need	lent/Teache ds Assessm	er Ta nent Ass		nents	Displ Progr	ay 'am 1	Prog	gress	Referen Source	ıce		
X													
		rmation semination	No Indicat	ion									



### F. <u>Technical Assistant Utilization</u>

• Rating of Helpfulness: Very Not No Helpful Helpful Helpful Indication

## Technical Assistant Activities:

1.	Program planning	x	11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	_
3.	Interpret Right to Read	$ _{\mathbf{x}} $	13. Observe classes	X
•	planning materials	H	14. Advise on parental	
4.	Work on the Unit Task Force	1	involvement	
5.	Develop Work Statement/ Proposal		15. Recommend consultants	
	Toposat	$\vdash$	16. Budget planning	1
6.	Develop or identify curriculum materials	x	17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription	$ \mathbf{x} $	washington, b. c.	
			19. Plan for 1973-74 program	_X
9.	Identify objectives	X	20. No indication of activity	l
10.	Staff development		•	



### G. Parent Involvement

 Extent of Involvement

High	Me	dlum	Low	No In	dication	
	_  x					Same Action of

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

## H. Teacher Aides

Per	centage of	Teachers Reporting Aides	· . 
•	Worked	in classrooms	75%
•	Were pa		75%
•	Were:	Parent	75 [%]
		Student teacher	
		Community organization member	25%
	(화리) - 1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (	High school student	
		Other	75%
•	Average per sem	number of hours aides worked ester	102
•	Types o	f Activities Performed:	: .
	lutoring	g students	X
	Marking	tests	1.547 <del>87</del>
	Distribu	iting materials	
•	Working	g in small and large groups	X
	Prepari	ng materials	X
	Liaison	with parents and other outside personnel	
	Bus mo	nitoring	
	Supervi class	sing recreational activities in or outside	
	Classro	oom maintenance	
	Supervi	sing field trips	
	Other		, <del></del> -

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
2	1		



1.	Program Characterist	ics	
	Inservice Training:		
	• Individuals resp	onsible for training:	
	Project Reading	cal Assistant Team (TAT) members director g specialist com teacher	
	Classro Other s	s specialist/teacher  com teachers  taff  ofessionals	
Student concept Languag Motor a Right to	ge development and perceptual skills Read Program tic/prescriptive	Instructional approach Instructional materials Teaching techniques Classroom organization and management Evaluation No indication	٦,



•	Training Methods:				
	Group or individual me	eetings, ser	ninars, wor	kshops,	$\begin{bmatrix} \mathbf{x} \end{bmatrix}$
	School visitations, der observations	nonstration	teaching, cl	assroom	
٠.	University courses				
	Video taping, audio-vi	suals, mult	i-media		
	No indication				
Unit	t Task Force Activities			•	
Pla	nning Phase				
•	Rating of helpfulness:	Very Help		Not No Helpful Indic	cation X
•	UTF Members:	,			·
		Consultant	o.		•
		Administr	-		
	•	Reading s	,		
		Teachers			
	•	Parents		·	
		Others			
		No indicat	ion		X
•	Frequency of meetings	3 <u>.</u>			
	•	Very			No
		Frequent	Frequent	Infrequent	Indication
					X



		Types of Ac	tivities:				
Meet with	TATs			Deválon	materials	-	<b>1</b>
Develop pr statement	roposal	or work		Inservice	e training		
Needs ass	essmer	n <b>t</b>		Budget			
<b>西蒙古斯特尼斯特斯斯 4. 图卷</b>	al l	ic/prescriptive	e T	Informat Develop	ion dissem tests	ination	
Identify ob	jective	8		Evaluation	on .		
Gather dat	a			No indica	ation	x	
Complete	PPP						
			bertanning.				
	Imp	lementation Pl	nase				
·	•	Rating of He	lpfulness:				
				Very Helpful l	Not Helpful He	t No lpful Indicati	
		<b>,</b>					on a
				,		X	
`	•	UTF membe	rs:		•		
			Consul	ltants			
			Admin	istrators			
				g speciali	st		
			Teache		- <b>-</b>		
			Parent				
			Others				
		•	No indi				
						X	
	•	Frequency of	Meetings	<b>.</b>			
		. ,	<b>3</b>	Very Frequent	Frequent	Infrequent	No Indiana
					7	- sissequent	Indicatio



#### Types of Activities: Meet with TATs/consultants Status and reporting activities Develop criteria for student Record progress selection or placement Serve on special committees Student diagnosis Review program progress Identify tutors Information dissemination Inservice training Evaluation Develop community involvement No indication activities 3. Components of Diagnostic/Prescriptive Approach: Individualized prescription Supplementary materials Identification of student skill levels Games, manipulativos Teacher observation Audio-Visual, Multimedia Contracts Commercially made programs Individualized instruction Student grouping Progress checklists Special classes Testing Skill sessions Review case histories Field trips Staff conferences Reading/language center Student/teacher conferences



Reading specialist, tutors

Basal text instruction

No indication

Language experience approach

4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class'

۳		
l	68	
Г		١
ı	A 7 A	i
г	4	ı
ı	A 4	ı
L	94	i
Г	10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To 10 To	
L		
1		
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ĺ		ı

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

	71	
	0	
	22	
L	45	,
L	22	
3	36	
Ľ	0	

Mean Number of Semester Hours Reported per Class

	ď
40	
43	
47	
69	
	_

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 4

## 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Language)

100 %

12

8. Reading Approach:

Standard English

American Indian

No indication

language or dialect

Spanish French

Japanese

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

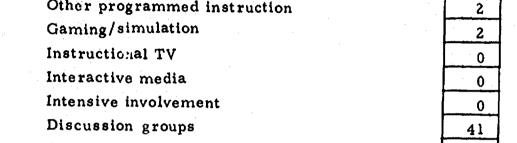
Mean Number of Semester Hours Reported per Class

_		•
	0	
	10	
	0	
L	0	
	0	
L	0	
L	40	
L	50	
L	46	
	0	
		1

#### Techniques Used for Reading Instruction: 9.

No indication

Reported per Class Machine-based programmed instruction Other programmed instruction Demonstration-performance Lecture . Contracts Use of supplementary materials Other



Mean Number of Semester Hours

21

18

22

0

36

14

	Swardstron Procedures;	Number of Classrooms in Which Procedure Used		
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	4		
	The teacher has formulated or selected specific objectives for each student.	4		
•	The teacher has formulated or selected specific objectives for the entire class.	4		
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	4		
• 12	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	0		
•	Performance of students in measured in terms of objectives set for each individual.	4		
•	Performance of students is measured in terms of objectives set for the entire class.	0		
•	Visible records are kept of class performance.	0		
•	Records of each student's performance are kept with respect to each objective.	4		
•	Students are kept informed of their progress.	4		
•	Students are involved in self-evaluation.	4		
•	Parents are informed of students! progress.			
•	No indication	4		

11. Total Funding for 1972-73 school year: \$40,000

# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

				Degree of Accomplishment		
Project Objectives			4 00 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	To the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of th	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
STUDENT						
Student Attitude	$\perp_{\mathbf{x}}$	x				
Student Behavior	$\perp_{\mathbf{x}}$	x				
Student Reading Achievement	X		x			
Reading-Related Skills	x	x				
TEACHER						
Teacher Competency						
Teacher Attitude						
Teacher Behavior			1.12			
PARENT/COMMUNITY						
Parent/Community Involvement						
Parent Attitude			2 (1) 2 (1) 3 (1)			
PROGRAM						
Information Dissemination						
Individualization of Instruction						
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 2. Major Findings*

		in the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of th	F. P.	
Major Area	W. C. P.	Sire A Saries Findings	Finding Not feel Finding Con 188	To to the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of
STUDENT Reading Achievement				
Reading-Related Skills		And the second		
Social Skills				
Attitude	X			
TEACHER Competency				
Attitude	х			
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY Support	x			
Involvement	x			]
PROGRAM Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance				
Significant Changes in Reading Approach				
Individualization of Instruction			<u> </u>	1
Value of Assistance from Aides/Volunteers				

SITE	DID	NOT	<b>CLEARLY</b>	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
<u>_x</u>	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
X	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
_	Expand program within school/school district
	More materials/equipment/personnel
_	Increased emphasis on improving teacher competency
_	Increased emphasis on improving teacher attitude
_	Improved evaluation techniques
	Re-definition of needs
-	Improved communication with HEW
	Continued funding



## School: 4701



## INDIVIDUAL SITE ASSESSMENT

	acnoon.	4701	
	Gradust	4-5	
Scho	ool Charactoristics		
	Geographic Region		A*BCDEF
*	*States in this regi New Hampshire, I Island, Vermont,	New Jersey, New	ut, Maine, Massachus York, Puerto Rico, R
<b>)</b>	Urban-Rural Index		
	Urban	Suburban	Rural
			X
) 	Student Population	(Total School)	20 기계 : 1
		d Enrollment 378	
		in Each Grade Le	그렇게 하면 하는 사람들이 되는 것이 되는 사람들이 되었다.
		Students Grad	
	ĸ	7	
	1	8	
	2	9	
		10	
	4	97 11	
	5	81 12	
	6		
		ity (Total School)	
			Percent
		an Indian	
	Asian		<del></del>
	Black	A	Magazine - say american
	· .	n American	Charles and the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of th
	Puerto	Kican	
	White		_100



#### B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent						
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4	84						100	
5	76			1 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1			100	
6								
7								
8								
9			<del>   </del>					
10			\ <del></del>					
11						1000		
12								
ار الله الله الله الله الله الله الله ال								



		ec Vol, II, V, A for detai	wor tapen in	
	O	Grade Level (includes only levels for which data were		
A.		reported)	Mean Gain per Month	St. Dov.
		1		
		2	B discussioning and a property of	, to the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of
		3	Beldetroor sourceast to have deputing a septime, a pupilipus operating	
•	,	4	1.0	1,2
		5	1.6	2.0
		6	вить 6 г _{гост} валица аттура тост два да принц	Profesentiation (ITTN-Labories-Labories)
	٥	Overall Mean Gain for (means adjusted for dif		1.6
•	6	Name of Standardized Test(s) Used	MAT	Substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substitution of the substi
•			Patriana consumitational destruction of the a decimal or transfer of the second second	marketh endand non-passage
C.	Right to	o Read Teacher Characte	ristics	
	o To	tal Number Reported	7 Mean Range	•
	o Ag	O	42 22-55+	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s
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	o Sea	<b>×</b>	No. Male Female	
	• 50.		ercent 100	
			Mexican Puerto	No
0	Ethnici	ty Amr Ind Asian	Black Amer Rican White	Other Indication
	•	Percent Percent	100	
. •		BA or BS A	MA or MS PhD Other	No Indication
0	Degree			
			Human- Fine	No Inc
0	Area of Degree	Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of the Property of th	ities Arts Phys Sci A	lath Other catic
		Read Readi		No
•		Spec Teacl		her Indication
•	Job Tit		Tuber Cule beau Number N	To Month
•	Reside	ntial No. Inner City U	Jrban Suburban Rural No	Indication
v				
	Index			



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involve-1 ment In-service 1 3 3 Training Reading Specialist 3 3 1 Instructional 4. 1 1 Materials 1

0	Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:	No: of Teachers:	
	Yes	3	1
	Yes, if changes are made	3	
	Questionable		
	No	1	
	. No Response	- Andread the strange and an analysis and analysis	

#### D. Identification of Project Director

District Supt.	Principal	Reading Specialist		Classroom Teacher	No Title Indicated
	X		x		

E. E	fecti	veness of F	light	To Read	d Mat						
		Program Pl PPP)	annir	g Proc	edure	v U	ery Iseful	Useful	Not Useful	No Indicati	on
	n n	document parent involueeds and o naterials, a on redirecti	veme bject nd pr on of	ent, ide lves, id ogråm existin	ntifica entifi organ g res	ation an cation o izations	chool d prio of basi	ritizing c readin o suppli	of stude g appro ed infor	nt aches, mation	
Vays in v	which	PPP was	used	in prog	ram:			•			
Structuri and Plan		Identificat Student/T				ntificati Objectiv		sting riorities	Ongoir Eval.	ng No Indica	atior
x									х		
•		tatus and R S and RC)	eport	ing Cer	nter	Very Useful	Usefu	Not 1 Usefu	No l Indica	ition	
· · · · · · · · · · · · · · · · · · ·	m sc	document ent during chools and	plann Right	ing of a	ctivit	ies, an	d liais	on with	unity in surroun	volve- ding	
Ways in	which	S and RC	was ı	used:					•		
		lent/Teach ds Assessn		Task Assignr	nents	Displa Progr		ogress	Referer Source	ıce	•
X							x				
		ormation semination	No Indi	cation							
	·					. :					



#### F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
				x

	• Technical Assista	nt A	ctivities:	
1.	Program planning		11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read planning materials		13. Observe classes	Х
4.	Work on the Unit Task Force		14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal	$ \mathbf{x} $	15. Recommend consultants	
6.	Develop or identify		16. Budget planning	· .
	curriculum materials		17. Evaluation	
7.	Needs assessment		18. Liaison with Right to Read,	
8.	Diagnosis/prescription		Washington, D.C.	<del></del>
9.	Identify objectives		19. Plan for 1973-74 program	
0.	Staff development	X	20. No indication of activity	



#### G. Parent Involvement

•	Extent	of
	Involve	ment

# High Medium Low No Indication

#### Activities:

Unit Task Force
 Program planning
 Program implementation
 Develop materials
 Purchase/repair materials
 Aides, tutors, volunteers
 Advisory council

Workshops, conferences

8.

9.	Reading is Fundamental	
10.	PTA, open house, other traditional meetings	
11.	Supplementary activities	
2,	Community relations	
3,	Information dissemination	K
4.	No indication	



#### H. Teacher Aides

Per	centage of	Teachers Reporting Aides	
•	Worked	100%	
•	Wore pa	100%	
•	Were:	Parent	86%
		Student teacher	
		Community organization member	1
		High school student	57%
		Other	71%
•	Average per som	number of hours aides worked	173
•	Types o	f Activities Performed:	
	Tutoring	g studonts	X
	Marking	tests ·	X
	Distribu	iting materials	X
r.	Working	; in small and large groups	х
	Prepari	ng materials	х
	Liaison	with parents and other outside personnel	Х
	Bus mor	nitoring	X
	Supervis	sing recreational activities in or outside	х
	Classro	om maintenance	Х
	Supervi	sing field trips	L Y
	Other	,	X

 Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
4	3		



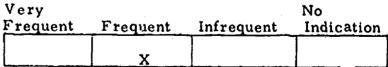
#### Program Characteristics ı.

<ol> <li>Inservice Training:</li> </ol>
-----------------------------------------

in inservice riginity;		
• Individuals re	sponsible for training:	
Tech Proje Read Class	nical Assistant Team (TAT) members ect director ling specialist sroom teacher ndication	
• Individuals tra	ained:	
Clas Othe Para Pare	r staff 'aprofessionals	<u> </u>
• Training area	as·	
Learning theory Student background and sel concept Language development Motor and perceptual skille Right to Read Program	Teaching techniques X  Classroom organization and	
Diagnostic/prescriptive approach	X No indication	



•	Training Methods:			•		
	Group or individual m	eeting	s, semin	ars, wo	rkshops,	x
	School visitations, der observations	nonst	ration tea	aching, c	lassroor	n X
	University courses					
	Video taping, audio-vi	suals	, multi-n	nedia		
	No indication					
nit	Task Force Activities					
lan	ning Phase					
	Rating of helpfulness:		Very Helpful	Helpful	Not Helpful	No Indication
	UTF Members:					
			sultants			
			ninistrato			X
			ding spec	ialist		
			chers			X
		Pare Othe				<u>X</u>
	•		rs ndication			<u>*</u>  .
						Ld
r	Frequency of meetings	<b>3</b> :				
		Very	y			No





Types of Activities: Meet with TATs Develop materials Develop proposal or work Inservice training X statement Budget Needs assessment.  $\mathbf{X}$ Information dissemination Develop diagnostic/prescriptive Develop tests approach Evaluation Identify objectives X No indication Gather data Complete PPP Implementation Phase Rating of Helpfulness: Very Not No Helpful Helpful Indication UTF members: Consultants Administrators X Reading specialist

Teachers

No indication

Parents

Others

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	х		

X

X



#### • Types of Activities:

Meet with TATs/consultants		Status and reporting activities	
Develop criteria for student	x	Record progress	
Student diagnosis		Serve on special committees	X
Identify tutors		Review program progress	X
Inservice training		Information dissemination  Evaluation	X
Develop community involvement activities		No indication	

## 3. Components of Diagnostic/Prescriptive Approach:

· · · · · · · · · · · · · · · · · · ·	
Individualized prescription	Supplementary materials
Identification of student skill levels X	Games, manipulatives
Teacher observation	Audio-Visual, Multimedia
Contracts	Commercially made programs
Individualized instruction	Student grouping
Progress checklists X	Special classes
Testing X	Skill sessions
Review case histories:	Field trips
Staff conferences	Reading/language center
Student/teacher conferences X	
	Language experience approach
•	Basal text instruction
	No indication
	ļ.a



#### 4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

#### 5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

#### 6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

1	21	
	,	
	64	
	96	

Mean Number of Semester Hours Reported per Class

_		
	64	
	105	
	0	
ľ	0	
	96	
	182	
	29	

Mean Number of Semester Hours Reported per Class

45	
30	
44	



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported:

#### 7. Classroom Language (All Classes Combined):

ge of Instructio me Language	n Native La (% of Stud Language	anguage of lents Speak )	Students ding
100 %		100%	· · .

#### 8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

0
0
0
0_
0
0
45 0
0
0
76



### 9. Techniques Used for Reading Instruction:

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

Mean Number of Semester Hours Reported per Class

0
0
0
0
0
0
0
0
0
0
0

118



10.	Classroom Evaluation Procedures:	
• • •		Number of Classroom in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	7
•	The teacher has formulated or selected specific objectives for each student.	7
•	The teacher has formulated or selected specific objectives for the entire class.	7
	The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
•	Performance of students is measured in terms of objectives set for each individual.	7
•	Performance of students is measured in terms of objectives set for the entire class.	0
•	Visible records are kept of class performance.	7
•	Records of each student's performance are kept with respect to each objective.	7
•	Students are kept informed of their progress.	7
•	Students are involved in self-evaluation.	6
•	Parents are informed of students, progress.	7
•	No indication	

11. Total Funding for 1972-73 school year: \$30,000



# J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			// /-	of shment		
Project Objectives	SO W.	# 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Acco	*   Se   2   2   2   2   2   2   2   2   2	o la la la la la la la la la la la la la
STUDENT		1	1		<del></del>	
Student Attitude	х		x			
Student Behavior	х		x			
Student Reading Achievement	x		х			
Reading-Related Skills	X		x			
TEACHER						
Teacher Competency		ł				
Teacher Attitude						
Teacher Behavior						
PARENT/COMMUNITY	, ·					. ]
Parent/Community Involvement						
Parent Attitude						
PROGRAM						•
Information Dissemination						
Individualization of Instruction			i .			
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 2. Major Findings*

		· ·	7.	
Major Area		Site Re Paringing W. Re	Finding Worked Findings	To the Most of the Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Most of Mos
STUDENT	-(-3-		/4 4	
Reading Achievement	X			
Reading-Related Skills		<del> </del>		
Social Skills				
Attitude	x			
TEACHER Competency				
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY Support				
Involvement				
PROGRAM Success of Inservice Training				
Program Flexibility				
Helpfulness of Technical Assistance				
Significant Changes in Reading Approach	х			
Individualization of Instruction		-		
Value of Assistance from Aides/Volunteers				1

SITE	DID	NOT	CLEARLY	STATE	FINDINGS	

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



#### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
<u> </u>	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
~~~	More emphasis on diagnostic-prescriptive approach
~~	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
*****	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
<u> </u>	Re-definition of needs
الماميدون	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 5001



INDIVIDUAL SITE ASSESSMENT

	School: 5001		
	Grados: 7-9		
3 3			
Sch	nool Characteristics		
1.	Geographic Region	A	B C D E F
	*States in this region are: Ala Oregon, Washington	ska, Idal	ho, Guam, Nevado
2.	Urban-Rural Index		
	Urban Subur	ban _	Rural X
3.	Student Population (Total Sch	001)	
	• Total Reported Enrollme	nt 422	
	• Total Students in Each G		el
	Grade No. of Students	Grade	No. of Students
	K	7	123
	1	8	165
	2	9	134
	3	10	
	4	11	
	5	12	
	6		
	• Student Ethnicity (Total S	chool)	Percent
	American Indian		19
	Asian		1
	Black		2
	Mexican American	n	1
	Puerto Rican		
	White		76
	Other		1



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent										
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other				
ĸ												
1				· · · · · · · · · · · · · · · · · · ·								
2												
3		10 10 10 10 10 10 10 10 10 10 10 10 10 1										
4							•					
5												
6							•••••	1,000,000				
7	120	20	5				75					
8	40	28	12				60					
9	40	34					67					
10												
11			:									
12												
)			-									



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				3		9			0.9		-	. 4 . 6	14-4
				4		7			<u> </u>		-	• 0	_
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		•		5					·	-			
				6							•		
		ø		l Mean Ga adjusted				ia ası	0,7 zes)		1	. 5	
		c	Name of Test(s)	of Standar Used	dized			CTBS	Principalista escala	· .	-		
C.	Rig	Tot Age	al Numb	er Repor	ted Experi			Mean 27 6 Male 2 50			(3	<u> </u>	No
•	Etl	micit		Amr Inc	l Asiar	Blac	ck /	liner	Rican	White	o Oth	er Ind	ication
			No. Percent		-					100	 		······································
	•			ВАоз	BS	MΛο	1. k.E.S	T.	PhD •			Indical	don
•	De	gree	No.			1				<u> </u>			
•		ea ol	N 7 -		Soc Se		nan- es	Fine Arte		Sci N	Aath	Other	No Ind
	De	gree	No.	عدما سمعنب مياتنجيب ا	Read	<u> </u>	12414	l ngual	<u> </u>			No	L
				Read Spec	Teac	~	Sp	•	Subject	: Ot	hor	Indica	tion
•	Jol	Titl	e No.		3				1				
•	Re Ind	siden ex	tial No.	Juner (City I	Jrban	St	burba	n Rura	l No	Indi	cation]
[‡] Tot	al nu	mbe	r of clas	ses for w	hich a	chiev	omei	nt data	a woro r	oport	c d:	6	



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included in Program Excellent Good Adequate Poor Very Poor Parent Involve-2 2 ment In-service 2 2 Training Roading Specialist 4 Instructional 1 1 2 Materials No: of Teacher Preference Regarding Continuing to Teach in Right To Read Program next year: Teachers: Yes, if changes are made Questionable No No Response D. Identification of Project Director No Title District Reading Reading Classroom Principal Specialist Other Indicated Teacher Teacher Supti

X



\mathbf{E} . \mathbf{E}	ffecti	veness of	Right To R	ead Ma								
•	7	Program P	Planning Dw	O o o du m		Very		1 61	Not	No	. •	
	Program Planning (PPP)				•	Usei	uı (Jseiui	Useful	Indi	cation	
					[[x				
	r n	parent invo needs and c naterials, a	t with char livement, in objectives, and program ion of exis	dentific identif n organ	ation ar ication of nization	nd pa of ba s.	riori asic Also	itizing (reading	of stude g approa	nt ache	on.	
Ways in	which	n PPP was	used in pr	ogram:							•	
Structur and Plan	ing nning	Identifications Student T	tion of eacher Nec	Ide eds of	ntificat Objectiv	ion ves	List	ting orities	Ongoin Eval,	•	o dication	
х										T		
		<u> </u>							L		·	
•			Reporting C	Very Center Useful Use			eful	Not Useful	No ful Indication			
	(S	and RC)				x						
		OH GULLING	with chart planning of Right to Re	Lactivii	เเคร ลท	M 112	31 Q A 1	s szeith a	inity inv	olve ling	•	
ays in	which	S and RC	was used:									
rogram Planning	Stud Need	ent/Teach ls Assessn	er Task nent Assig	nment <u>s</u>	Displa Progra	ay am 1	Prog	ress S	Reference Source	e		
X												
orecast utcome	Info	rmation semination	No Indication					<u>-</u> -				
				7								



F. Technical Assistant Utilization

• Rating of Helpfulness:	Very Helpful	Helpful	Not Helpful	No Indication
				x

Technical Assistant Activities:						
1.	Program planning	x	11. Identify alternate approaches			
2.	Program implementation		12. Develop team teaching			
3.	Interpret Right to Read planning materials		13. Observe classes			
4.	Work on the Unit Task Force	\mathbf{x}	14. Advise on parental involvement			
5.	Develop Work Statement/		15. Recommend consultants			
6.	Proposal Develop or identify		16. Budget planning			
	curriculum materials	H	17. Evaluation	-		
7.	Needs assessment	H	 Liaison with Right to Read, Washington, D.C. 			
8.	Diagnosis/prescription	H	19. Plan for 1973-74 program			
9.	Identify objectives	-	20. No indication of activity			
10.	Staff development					



G. Parent Involvement

•	Extent of
	Involve ment

High Medium Low No Indication

Activities:

1.	Unit Task Force	L
2.	Program planning	L
3.	Program implementation	L
4.	Develop materials	
5,	Purchase/repair materials	<u> </u>
6.	Aides, tutors, volunteers	L
7	Advisory council	

Workshops, conferences

	X	
		
9.	Reading is Fundamental	
10.	PTA, open house, other traditional meetings	
11.	Supplementary activities	
12.	Community relations	
13.	Information dissemination	
14.	No indication	



8.

H. Teacher Aides

Percentage of Teachers Reporting Aides 100 Worked in classrooms 43 % Were paid Were: Parent Student teacher Community organization member High school student 93 Other Average number of hours aides worked 284 per semester Types of Activities Performed: X Tutoring students X Marking tests X Distributing materials X Working in small and large groups X Preparing materials Liaison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class X Classroom maintenance Supervising field trips Other

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	4		



I. Program Characteristics

i. Inservice Training:

•	Individuals	responsible	for	training:

Consultants

Technical Assistant Team (TAT) members

Project director

Reading specialist

Classroom teacher

No indication

• Individuals trained:

Reading specialist/teacher

Classroom teachers

Other staff

Paraprofessionals

Parents

No indication

Training areas.

Learning theory Instructional approach Student background and self Instructional materials concept X Teaching techniques X Language development Classroom organization and Motor and perceptual skills management Right to Read Program Evaluation Diagnostic/prescriptive No indication approach

•	•	Training Methods:				
		Group or individual ra	eetings, se	minars, wor	kshops,	х
		School visitations, de observations	monstration	teaching, cl	assroom	
		University courses				\mathbf{x}
		Video taping, audio-vi No indication	isuals, mui	i-media		
2.	Unit	Task Force Activities				
	Plan	nning Phase	,			
	•	Rating of helpfulness:	Ver Help	y iful Helpful	Not No Helpful Indi	
	•	UTF Members:	•			
			Consultant	:s		
			Administr	ators		
			Reading s	pecialist	į	
			Teachers	-		
			Parents	,		
			Others			
			No indicat	ion		x
	•	Frequency of meeting	6 ;			
			Very	17 m m m 4	V	No
			Frequent	Frequent	Infrequent	Indication
				· X		



Midde with TWIR	1	Develop	materials		
Develop proposal or work statement		Inservice	e training		·
Needs assessment		Budget	9 - w - 39 - w 3		-
Develop diagnostic/prescriptive approach		Develop	ion dissemi tests	nation	
Identify objectives		Evaluation	on		•
Gather data		No indica	ation	x	
Complete PPP					
Implementation Pha	8 e				
• Rating of Help	fulness:				
		Very Helpful 1	Not Helpful Hel		on_
				х	
• UTF members	4				
	Consu	ltants			
	Admin	istrators			
	Readir	ng speciali	st		
	Teach	818			
	Parent				
	Others				
	No ind	ication		X	
• Frequency of M	Meetings	:			
		Very Frequent	Frequent	Infrequent	No Indication
				x	
					

Types of Activities:



Types of Activities;

Status and reporting activities Record progress Serve on special committees Review program progress Information dissemination Evaluation No indication	x
rescriptive Approach:	
X Supplementary materials Games, manipulatives Audio-Visual, Multimedia Commercially made programs Student grouping Special classes X Skill sessions Field trips Reading/language center Reading specialist, tutors	x
	Record progress Serve on special committees Review program progress Information dissemination Evaluation No indication Supplementary materials Games, manipulatives Audio-Visual, Multimedia Commercially made programs Student grouping Special classes X Skill sessions Field trips Reading/language center



No indication

4. Program Location:*

Mean Number of Semester Hours Reported per Class

> 74 12

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

> 57 24 27



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) Standard English 100% 100% Non-Standard English American Indian language or dialect

> Mean Number of Semester Hours Reported per Class

8. Reading Approach:

Spanish French

Japanese

No indication

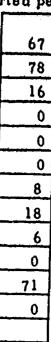
Meaning emphasis 17 Cod , emphasis 13 Linguistics 0 Modified alphabet 0 Responsive environment 2 Programmed learning 7 Individualized reading 5 Language experience 3 Eclectic or teacher's own 6 Other 34 No indication



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication





10.	Classroom Evaluation Procedures:	
		Number of Classroom in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	14
•	The teacher has formulated or selected specific objectives for each student,	12
•	The teacher has formulated or selected specific objectives for the entire class.	14
. •	The teacher has developed or identified an instrument for measuring attitudes toward reading.	12
- •	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
•	Performance of students is measured in terms of objectives set for each individual.	10
•	Performance of students is measured in terms of objectives set for the entire class.	2
•	Visible records are kept of class performance.	14
•	Records of each student's performance are kept with respect to each objective.	14
•	Students are kept informed of their progress,	14
•	Students are involved in self-evaluation.	12
•	Parents are informed of students, progress.	

11. Total Funding for 1972-73 school year: \$50,000

No indication

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		_			
			,	•	lishment /
		/	3	1 30	78/8/
		3.50		A STATE	
			BY B		\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
Project Objectives	Sing is	4 / E 3 4	Sept 4	Signal Si	A STATE OF THE STA
STUDENT			}		
Student Attitude	X			×	
Student Behavior					
Student Reading Achievement	X		,],	x	
Reading-Related Skills	х			x	<u>: </u>
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior	·				
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					_]
PROGRAM				1	
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	х	Х			
Additional Materials, Services or Personnel					

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

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Major Area	184	Sie R. P.	First No. Sept. Paris No. Sept. Paris Sept	Sold of the state
STUDENT				
Reading Achievement	x	·		
Reading-Related Skills				
Social Skills				
Attitude]
TEACHER				
Competency		<u> </u>	·	4.
Attitude				
Teacher-Student Relations				
Teacher-Staff Relations				j
PARENT/COMMUNITY			•	
Support	x			
Involvement		1	1	
		1	 	1
PROGRAM		i	İ	
Success of Inservice Training	- 	 		
Program Flexibility		<u> </u>	-]
Helpfulness of Technical Assistance		 	ļ	-
Significant Changes in Reading Approach		<u> </u>	<u> </u>]
Individualization of Instruction		ļ <u>.</u>		4
Value of Assistance from Aides/Volunteers			<u> </u>	

SITE DID NOT CLEA	RLY STATE FINDING	
-------------------	-------------------	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
-	Increased emphasis on improving student achievement
-	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
-	Expand program within school/school district
	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
-	Improved evaluation techniques
·	Re-definition of needs
	Improved communication with HEW
<u>x</u>	Continued funding
SITE	DID NOT CLEADIN STATE DECOMMENT A MICHAEL



School: 5101



INDIVIDUAL SITE ASSESSMENT

-		School:_	5101		
		Grados:	K-6		
	Sch	icol Charac	loristica	A	B* C D E F
	1.	Geographi	c Rogion		
					ware, Illinois, Indian inia, Virginia, West
	2.	Urban-Ru	ral Indox		
			Urban St	iburban	Rural
	3.	Student Po	opulation (Total	School)	
		• Total	Reported Enro	11ment 423	
			Students in Eac		al
	•	Grade			No. of Students
		K	39	7	**************************************
		1	57	8	
		2	41	9	
		3	58	10	
		4	60	11	
		5	77	12	
		6	76	- Spec Ed.	15
		• Stude	nt Ethnicity (To	otal School)	Percent
			American Ind	lian	
			Asian		
			Black		19
			Mexican Ame	rican	
			Puerto Rican	L	
			White		81
			Other		•

B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent							
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other	
K									
1	57		17.5				82.5		
2	41		12,2				87.8		
3	58		15.5				84.5		
4	60		13.3				86.7		
5									
6									
7									
8									
9									
10				i I					
11									
12									



3, 10	ading Cains for 1978-73 a Vol. II, V, A for deta	School Yanra Hud roport)	
•	Grado Lovol (includos only lovols for which data word roported)	Mean Gain per Month	St. Dev.
	######################################	1.3	
		1,2	0.6
	4	1,4	0.8
	5		1.0
	6	**************************************	
	Overall Mean Gain for (means adjusted for dif	School 1.3 Soring class sizes	0.8
•	Name of Standardized Test(s) Used	CAT	
	Read Teacher Characte	ristics	
		Mean Rango	
• Ago		33 22-55+	
• No.	Years Teaching Experie	the second secon	
• Sox		No. Male Female 5	
	Pe	rcent 100	
Ethnicity	No. Amr Ind Asian		No ther Indicat
	Percent	100	
Degree	No. BA or BS M		o Indication
Area of Degree	No. Educ Soc Sci	Human- Fine ities Arts Phys Sci Mat	No h Other ca
Job Title	Read Reading Spec Teach		No Indication
Residenti Index	al No. Inner City Un	cban Suburban Rural No In	dication
	and the second s		



	cher Attitud uros indicat			ora ro	(gaibaoque	No Indica- tion or Not Included		
	Excollent	Good	Adequate	Poor	Vary Poor			
Parent Involve- ment	2		4-1-2-1-4-1-4-1			3	, ,	
In-service Training	2	1		Personal de la com	Free to the total the second	2	-	
Reading Specialist	2	1	1	,		1	•	
Instructional Materials		2			1			
o Tea Tea	cher Prefer ch in Right	ence R To Rea	ogarding C d Program	Continu 1 next :	ing to year:	No: of Teachers:		
	•	6	Yes			3		
			Yos, if c	hangos	are made			
			Question	ablo	r			
,	:		No					
	•		No Respo	nso		2		
D. Identificat	Identification of Project Director							
District Supt.		eading peciali	Reading st Teacher		ssroom cher Oth	No Title or Indicated		

	Program Planni (PPP)	ng Procedure	Ver Use	ful Useful	Not Useful	No Indication
						X
	(A document with parent involvem needs and objec- materials, and p- on redirection o	ent, identifica tives, identific rogram organi	ition and position of blazations.	rioritizing asic readi Also suppl	of stude ng appro- ied infor	nt sches, mation
Structurin	hich PPP was used ng Identification of ing Student/Teach	of Idea	ntification Objectives	Listing Priorities	Ongoin Eval,	g No Indicatio
						X
•	Status and Repor		Very Useful U	Not seful Usefe	No al Indica	ition
	(S and RC)				×	
	(A document with ment during plan schools and Righ	ning of activit	les, and l	iaison with		
Ways in w	hich S and RC was	used:				
	Student/Teacher Needs Assessment	Task Assignments	Display Program	Progress	Referen	nce
	Information No Dissemination Ind					
		x				



F. Technical Assistant Utilization

•	Rating of Helpfulness:	Helpful	Not Helpful	No Indication
				X

• Technical Assistant Activities:

		-		
1.	Program planning		11. Identify alternate approaches	X
2,	Program implementation		12. Develop team teaching	
3,	Interpret Right to Read planning materials	$ \mathbf{x} $	13. Observe classes	
4.	Work on the Unit Task Force		14. Advise on parental involvement	
5.	Develop Work Statement/ Proposal		15. Recommend consultants	X
6.	Develop or identify curriculum materials		16. Budget planning 17. Evaluation	X X
7.	Needs assessment		18. Linison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription	X	19. Plan for 1973-74 program	
9.	Identify objectives		20. No indication of activity	
Λ.	Staff development	ابا	ingreduction of activity	

O. Parent Involvement

• Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:
- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchace/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

H. Teacher Aides

Per	centage of	Teachers Re	sporting Ai	ides		.
•	and the second second	in classroom				O
•	Were pa	ıld				
•	Werei	Parent				
		Student tes	acher			
		Communit	y organizat	tion memb	er	
		High school				
		Other				
•	Average per sem	number of h	ours aides	worked		
•	Types o	f Activities F	erformed			
* * * * * * * * * * * * * * * * * * * *	Tutoring	g students				
J [‡]	Marking	g tests				
		iting material	.18		•	
		g in small and	· ·	oups		
		ng materials	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1			
		with parents		outside pe	rsonnel	
	Bus mon		*		\$ 100 miles	
	Supervis class	sing recreation	onal activit	ties in or o	outside	
	Classro	om maintena	nce			
	Supervi	sing field trip	ps	1		
	Other _					
•	Teacher of teach	r rating of aid ers reporting	des¹ effecti g data)	veness (fil	gures indica	te number
			Very Effective	Effective	Le ffective	Very Ineffective
						- 123



I. Program Characteristics

1. Inservice Training:

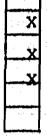
Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

X

• Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication



Training areas:

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

X Instructional approach
Instructional materials
X Teaching techniques
Classroom organization and management
X Evaluation
No indication



-		
•	Training	Methodas

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

2. Unit Task Force Activities

Planning Phase

• Rating of helpfulness:

Very Not No Helpful Helpful Indication

X

UTF Members:

Consultants
Administrators
Reading specialist
Teachers
Parents
Others

No indication

• Frequency of meetings:

Very			No
Frequent	Frequent	Infrequent	Indication
	x		
<u> </u>	<u> </u>	<u> </u>	

		Types of Activ	vities:				
Meet with Develop postatement Needs ass Develop diapproach Identify ob Gather dat Complete	roposal essmen lagnosti ojective la	nt lc/prescriptive		Develop n Inservice Budget Information Develop to Evaluation No indicate	training on dissemir ests n	nation	
	Imn	lementation Pha	e is a section of the second o	e. Poplingens volume in patrick patrick and see design space of	terreturn som skyrrige tregt beskriftet og rett lærtikkeligetet som en til storetikkeligetet som eller eller s	• · · · · · · · · · · · · · · · · · · ·	
·	Timb	tementation Pha	86				
	•	Rating of Help	fulness:				
		UTF members	8 :	Very Helpful H	Not lelpful Hel	No oful Indication X	<u>"</u>
			Consu	ltants			
ear An ann a Lagaige				istrators		X	
				ng specialis	t		
1.1 1.1			Teach			x	
			Parent	ts .		X	
			Others	3			
경출] 첫 30 영화			No ind	ication			· · · · · · · · · · · · · · · · · · ·
	•	Frequency of	Maatinaa				
uner Ser	•	- requestey of	corriiRp	Very			No
				Frequent	Frequent	Infrequent	Indication
				}			



•	Types	of	Acti	vities;
---	-------	----	------	---------

Meet with TATs/consultants	Status and reporting activities	
Develop criteria for student selection or placement	Record progress	
Student diagnosis	Serve on special committees	
Identify tutors	Review program progress	
Inservice training	Information dissemination	-
Develop community involvement	Evaluation	-
activities	No indication	X
3. Components of Diagnostic/P	rasavintina Annuasah.	
- Components of Diagnostic/1	rescriptive Approach;	
*** ** * * * * * * * * * * * * * * * *	<u></u>	
Individualized prescription	Supplementary materials	
Identification of student skill levels	Games, manipulatives	
Teacher observation	Audio-Visual, Multimedia	X
Contracts	Commercially made programs	-
Individualized instruction	Student grouping	X
Progress checklists	X Special classes	
Testing	X Skill sessions	
Review case histories	Field trips	-
Staff conferences	Reading/language center	
Student/teacher conferences		X
	Language experience approach	
	Basal text instruction	



No indication

4. Program Location:* Mean Number of Semester Hours Reported per Class Reading is taught as a separate subject Reading is taught indirectly through other subject matter Special assistance is provided outside the classroom for students in special need of reading help No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Small groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

Ψ,	
	346
	72
	25
	18
	0
	18
	0
	

Mean Number of Semester Hours Reported per Class

-	more distantant	١.
	40	
	43	
	164	



^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language (% of Students Speaking Language)

100%

100%

100%

8. Reading Approach:

Standard English

American Indian language or dialect

Spanish French

Japanese

No indication

Non-Standard English

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

Mean Number of Semester Hours Reported per Class

9. Techniques Used for Reading Instruction:

Machine - based programmed 25 instruction Other programmed instruction 4 Gaming/simulation 0 Instructional TV 0 Interactive media 0 Intensive involvement Ô 17 Discussion groups 32 Demonstration-performance Lecture Contracts ٥ Use of supplementary materials 31 Other No indication

Mean Number of Semester Hours Reported per Class



10.	Classroom Evaluation Procedures;	Number of Classroom in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
•	The teacher has formulated or selected specific objectives for each student.	3
•	The teacher has formulated or selected specific objectives for the entire class.	5
. ♦ 1	The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
•	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
•	Performance of students is measured in terms of objectives set for each individual.	4
•	Performance of students is measured in terms of objectives set for the entire class.	5
•	Visible records are kept of class performance.	5
•	Records of each student's performance are kept with respect to each objective.	3
•	Students are kept informed of their progress.	5
•	Students are involved in self-evaluation.	5
	Parents are informed of students! progress.	

11. Total Funding for 1972-73 school year: \$30,000

No indication



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		# 15 mm m m m m m m m m m m m m m m m m m	To the last of the	Acco	greempli	of shme	
Project Objectives	SO NO.		* 8/x	4 5 ×			
STUDENT							
Student Attitude	X	x					
Student Behavior	X	X]	
Student Reading Achievement	х				X		
Reading-Related Skills	х				X		
TEACHER]	
Teacher Competency							
Teacher Attitude		,]	
Teacher Behavior						1	
PARENT/COMMUNITY				17			
Parent/Community Involvement						:	
Parent Attitude					******		
PROGRAM						*	
Information Dissemination							1
Individualization of Instruction	×	х					
Innovations	x	Х					
Inservice Training							
Additional Materials, Services or Personnel					* :		

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

		, ,	7	
		/ \$	1 30	<i>A</i> / /
		/ in A	1 3 3	
		14,5		No so to to to to to to to to to to to to to
		\$ \$ \	2 63	5 2 8
	/ 8		8 50 / 12	2 4
	/ Q. J.			\$
Major Area	13 40	Sarie Fineing W. R. R. R. R. R. R. R. R. R. R. R. R. R.	Finding Series Finding Series Was Series Series Was Series	ON CONTRACTOR OF THE PARTY OF T
STUDENT				
Reading Achievement				
Reading - Related Skills				
Social Skills				
Attitude			مدميير	
TEACHER				
Competency				
A*titude				
Teacher-Student Relations				
Teacher-Staff Relations				
PARENT/COMMUNITY				
Support				
Involvement	 			
	 	 		
PROGRAM				
Success of Inservice Training	ļ	-	 	
Program Flexibility	ļ			
Helpfulness of Technical Assistance	-			· .
Significant Changes in Reading . Approach		1	(
Individualization of Instruction				
Value of Assistance from		<u> </u>		
Aides/Volunteers	<u> </u>	L		

SITE DID	NOT C	LEARLY	STATE	FINDINGS	X ·

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

	More emphasis on reading-related skills
	Increased emphasis on improving student achievemen
	Increased emphasis on improving student attitude
	More remedial help
	Increased effort to involve parents/community
	Increased school-parent communications
	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
1	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding



School: 5201

INDIVIDUAL SITE ASSESSMENT

	School: 52	01			
	Grades P	reK-6	· · · · · · · · · · · · · · · · · · ·		
Sch	ool Characteri	stics		ВСр	E* F
1.	Geographic R	egion			X
	Minnesota, 1	region are: C Montana, Nebr nsin, Wyoming	aska, Nort	Kansas, Iowa h Dakota, S	Misso outh Dak
2.	Urban-Rural	Index			
	Ux	ban Subu	rban	Rural X	
3.	Student Popula	ation (Total Sc	hool)		
	• Total Rer	orted Enrollm	ent ana		
		dents in Each (
	K K	lo. of Students	Grade	No. of Stude	ents
	1 -	59	7 8		
	2	43	9		-4
•	3	43	10		,
	4	41	11		
	5	48	12		-
	6	42	Pre-K	22	
	• Student E	thnicity (Total	EMR School	6	
		, , , , , , , , , , , , , , , , , , ,	<u> </u>	Percent	
	Ar	nerican Indian		1	
	As	ian			
		ack			
		exican Americ	an	!	*
		erto Rican			
		nite		99	
	Ot	her		•	



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total	Percent									
Grade	No. of Students	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other			
K	68	1.4			1.4		97.2				
1	59	5,0			1,6		93.4				
2	43						100				
3	43	4,6					95,4				
4	41						100				
5	48						100				
6	42	2.3					97.7				
7											
8											
9											
10											
11											
12											
Pre-K	22						100				
EMR	6										
							,				



	3,	Roa (soc	ding Gair Vol. 11,	18 for 197 V, A for	72-73 S r dotai	ichool lad rop	Year* ort)			4 항원 143 년 기 기 기 기 기 기 기 기 기 기 기 기 기 기 기 기 기 기 기		
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		•	•	4				1.4		2.	2	
	î		;	5	.•			1.2	-	1.	2	
	***	•	(6				1.0		1.	0	
		٥		Mean Ga adjusted			-	1.2	"	1.	4	
	الماليونون	nam 🖢	Name of Test(s)	f Standard Used	dizod	J	Gate	s Mac	Ginitle,	ITBS	• • • • • • • • • • • • • • • • • • •	
C.	Rig		Road Te			ristics	14 Mean 43	~ P~	Rang 20-55+	e		
	•	No.	Years T	eaching E	Experi	once	14		4-37			
	0	Sex	:		Pe	No.	Male 7		Comale 13 93			
			,				Moxica	n Pue	rto		No	
•	Eth	micit	No.	Amr Ind	Asian	Black			an White	14	- • -	
	•		Percent		<u> </u>	<u> </u>	L			1.100	<u></u>	ليجد
0	De	gree	No.	BA or	<u> 88 n</u>	AA or 1	MS	PhD	Othor	No me	dication	<u>)</u>
	٠.`	- ,				Huma	n- Fine					Indi
•		ea of gree	No.	Read	Readi Teacl	ng Bi	Art	s Pl Mul Subj			ther, c	[3.6]
•	Job	Titl	e No.	Spec	2	101	DEGC.	10	2		VIA CIPLA O	
•	Re:	siden ex	tial No.	Inner C	ity U	rban	Suburba	an R		Indica	ition	
*Tot	al nu	ımbe	r of class	es for w	hich ac	hieven	nent dat	a wer	e report	e di	8	



Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding) No Indication or Not Effectiveness Included Excellent Good Adequate Poor Very Poor in Program Parent Involvement 8 2 2 In-service 6 4 .. 3 Training 1 Reading 8 2 4 Specialist Instructional 5 7 1 Materials 1 Teacher Preference Regarding Continuing to Teach in Right To Read Program next year: No: of Teachers: 8 Yes, if changes are made 3 Questionable No No Response 3

D.	Identification of Project Director
	the contract of the contract o

District Supt.	Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
	x				



E. Eff	fecti	veness of F	light To	Read	Mat	erials				Nt. A		
•		Program Pl PPP)	anning I	Proce	dure		Very			Not Useful	No Indi	ation
	•	<i></i>		٠		•	Х					
	p n n	document arent involeds and o naterials, a n redirecti	vement, bjective nd progr	iden s, ide am o	tifica ntifi rgani	ition a cation Ization	of be	riori asic : Also	tizing d reading suppli	of stude g appro ed infor	nt achei mati	on :
Vays in v	vhich	PPP was	used in	progr	am:							
Structuri and Plani		Identificat Student/T		leeds		ntifica Object			ing rities	Ongoir Eval,		dication
x								. •				
•	(<i>S</i> (<i>A</i> m	tatus and R s and RC) document ent during chools and	with chi	arts g	er guidin ctivit	X ag the ies, a	scho	ol in	comm		volve) -
Ways in v	vhick	S and RC	was use	d:								•
		lent/Teach ds Assessr			ents	Disp Prog		Prog		Referei Source	nce	
		x										
		rmation semination	No Indicat	ion						••••		
		x						•	744			



F. Technical Assistant Utilization

•	Rating of Helpfulness:		Helpful	Not Helpful	No Indication
		х			

Technical Assistant Activities:

1.	Program planning	x	11. Identify alternate approaches
2.	Program implementation		12. Develop team teaching
3.	Interpret Right to Read		13. Observe classes
	planning materials		14. Advise on parental
4.	Work on the Unit Task Force		involvement
5.	Develop Work Statement/		15. Recommend consultants
	Proposal		16. Budget planning
6.	Develop or identify	1 1	
÷	curriculum materials		17. Evaluation
7.	Needs assessment	X	18. Liaison with Right to Read, Washington, D.C.
8.	Diagnosis/prescription		
Δ.	Thoughton able ables a	1 1	19. Plan for 1973-74 program X
9.	Identify objectives	H	20. No indication of activity
10.	Staff development		· Impand

G. Parent Involvement

• Extent of Involvement

High Medium		Low	No Indication
	x		

X

Activities:

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

H. Teacher Aides

Per	centage of	Teachers Reporting Aides	
•	Worked	in classrooms	0
•	Were pa	id	
•	Were:	Parent	
		Student teacher	
		Community organization member	
		High school student	
		Other	
•	Average per sem	number of hours aides worked ester	
•	Types o	f Activities Performed;	
	Tutoring	g students	
	Marking	tests	
	Distribu	iting materials	
	Working	in small and large groups	
	Prepari	ng materials	
	Liaison	with parents and other outside personnel	
	Bus mor	nitoring	
	Supervi class	sing recreational activities in or outside	
	Classro	om maintenance	
	Supervi	sing field trips	
	Other	-	

 Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
,			



Program Characteristics I.

1. Inse	rvice Training:				
•	Individuals respo	onsible for training:			
	Technica	Consultants Technical Assistant Team (TAT) members Project director			
	Reading	specialist om teacher			
•	Individuals traine	ed:			
	Classroo Other st	ofessionals	Х		
•	Training areas	(
Learning th Student back concept Language de	ground and self	Instructional approach Instructional materials Teaching techniques Classroom organization and	X X		
Right to Rea	erceptual skills ad Program prescriptive	management Evaluation No indication			
approach	hrenorthmae	110 indication			



• '	Training Methods:					
	Group or individual me	etings	, semi	lnars, wor	kshops,	x
;	School visitations, dem observations	onstra	ation to	eaching, cl	assroom	
	University courses					
	Video taping, audio-vis	suals,	multi-	-media		
	No indication					
Unit T	ask Force Activities					
Plann	ing Phase					
•	Rating of helpfulness:		Very	ıl Helpful	Not No Helpful Indi	cation
				X		
•	UTF Members:	,				
		Consi	ıltants	r		
			nistra			X
			•	cialist		
		Teacl		ķ.		x
		Pare	nts		•	X
		Other	8			X
		No in	dicatio	on		
•	Frequency of meetings	1;				I
		Very		5	• • • • •	No
		Frequ	ient	Frequent	Infrequent	Indication
				X		ł



• Types of Activities:

Meet with TATs		Develop materials	
Develop proposal or work statement	x	Inservice training	
Needs assessment	X	Budget Information dissemination	X
Develop diagnostic/prescriptive approach		Develop tests	
Identify Objectives	\mathbf{x}	Evaluation	
Gather data		No indication	
Complete PPP			

Implementation Phase

• Rating of Helpfulness:

Very	Helpful	Not	No
Helpful		Helpful	Indication
	х		

• UTF members:

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

Frequency of Meetings:

Very		No		
Frequent	Frequent	Infrequent	Indication	
ŀ	l x			
	L	 	<u>.l</u>	



Types of Activities;		
Meet with TATs/consultants Develop criteria for student selection or placement Student diagnosis Identify tutors Inservice training Develop community involvement activities	Review program progress Information dissemination	X X X
3. Components of Diagnostic/Pr	rescriptive Approach:	
Individualized prescription Identification of student skill levels Teacher observation Contracts Individualized instruction Progress checklists Testing Review case histories	Audio-Visual, Multimedia Commercially made programs Student grouping Special classes Skill sessions Field trips	x
Staff conferences Student/teacher conferences	Reading/language center Reading specialist, tutors	X



Language experience approach

Basal text instruction

No indication

4. Program Location;*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction
Small groups (5 or fewer students)
Large groups (6 or more students)
No indication

Mean Number of Semester Hours Reported per Class

	_
163	_
290	
38	
	,

Mean Number of Semester Hours Reported per Class

141
34
0
3
0
0
131

69
78
44

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) 100% 100% Standard English Non-Standard English Spanish American Indian language or dialect Japanese No indication

8. Reading Approach:

French

Meaning emphasis Code emphasis Linguistics Modified alphabet Responsive environment Programmed learning Individualized reading Language experience Eclectic or teacher's own Other No indication

	•
34	
41	
12	
0	
15	
22	
30	
8	
6	
31	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration-performance
Lecture
Contracts
Use of supplementary materials
Other
No indication

	_
16	
18_	
1	I
0	
1	
1	
29	
52	
7	
2	
46	
5	



10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used Diagnostic reading tests are used with most or 11 all students to determine individual reading needs. The teacher has formulated or selected 11 specific objectives for each student. The teacher has formulated or selected 11 specific objectives for the entire class. The teacher has developed or identified an 7 instrument for measuring attitudes toward reading. The teacher has developed or identified an 8 instrument for measuring attitudes toward reading for the entire class. Performance of students is measured in 13 terms of objectives set for each individual. Performance of students is measured in terms of objectives set for the entire class. 11 Visible records are kept of class performance. 12 Records of each student's performance are kept with respect to each objective. 13 Students are kept informed of their progress. 13 Students are involved in self-evaluation. 12 Parents are informed of students' progress, 13 No indication

11. Total Funding for 1972-73 school year: \$40,000



J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		_				
•				/ x	gree mpli	shment
		/_			D / 00/	\$ \S
	٥	35				
Project Objectives	SA S		18/10/20/20/20/20/20/20/20/20/20/20/20/20/20	Acco	*	2 15 15 15 15 15 15 15 15 15 15 15 15 15
STUDENT		**				
Student Attitude	x			x		1
Student Behavior]
Student Reading Achievement	х				x	1
Reading-Related Skills	X		х			
TEACHER			1			}
Teacher Competency	1	1	-		İ	
Teacher Attitude]
Teacher Behavior	х	x				
PARENT/COMMUNITY						1
Parent/Community Involvement	_x			x		
Parent Attitude						
PROGRAM	-					
Information Dissemination]
Individualization of Instruction	x	х				
Innovations]
Inservice Training						
Additional Materials, Services or Personnel						

^{*}Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

	Signature of the state of the s	Sie Rie Rose Were Ringings Control of School o	To Ware Work
Major Area	(34)	2-1550	
STUDENT			
Reading Achievement		Х	
Reading-Related Skills		Х	
Social Skills		х	
Attitude	х		
TEACHER			
Competency		X	
Attitude		X	
Teacher-Student Relations	х		
Teacher-Staff Relations	х		
PARENT/COMMUNITY			
Support		, x	
Involvement	х		
PROGRAM			
Success of Inservice Training	x		
		x	
Program Flexibility Helpfulness of Technical Assistance		X	
Significant Changes in Reading		——————————————————————————————————————	
Approach		x	
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers		х	

SITE DID NOT CLEARLY STATE FINDINGS	
-------------------------------------	--

^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

-	More emphasis on reading-related skills
	Increased emphasis on improving student achievement
	Increased emphasis on improving student attitude
	More remedial help
<u>X</u>	Increased effort to involve parents/community
	Increased school-parent communications
<u>x</u>	More staff training
	More emphasis on diagnostic-prescriptive approach
	More emphasis on individualization of instruction
	Expand program within school/school district
-	More materials/equipment/personnel
	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding
SITE	DID NOT CLEARLY STATE RECOMMENDATIONS



School: 5301



INDIVIDUAL SITE ASSESSMENT

		School: 5301				
		Grades: 10-12				
Α.	Sch	ool Characteristi				
	1.	Geographic Regi		<u>A</u>	B C D E*	F'
		· · · · · · · · · · · · · · · · · · ·		olorado K	ansas, Iowa, Mi	
		Minnesota, Mo Utah, Wisconsi	ntana, Nebra	ska, Nort	h Dakota, South	Dakota,
	2.	Urban-Rural Ind	lex		•	
		Urba	n Subur	han	Rural	
		X			Rurai	
	3.	Student Develoti				
	٠,	Student Population	on (Total Sch	1001)		•
			ted Enrollme	-	324	
		Total Studer	its in Each C	rade Leve	el	
		Grade No.	of Students	Grade	No. of Students	
		К		7		
		1	···	8		
		2	~	9		
		3	· -	10	486	
		4		11	438	
		5		12	382	
		6		Spec Ed	18	
		• Student Ethn	icity (Total	School)		
					Percent	
			rican Indian		0.5	
		Asia: Blac			0.5	
			k can America		6	
			can America to Rican	ш	15	
		White			78	
		Othe			10	



B. Right to Read Student Characteristics

- 1. Amount of Time in Program: 1972-73 School Year
- 2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

	Total			P	ercent			
Grade	No. of	American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5						}		
6								
7								
8								
9								
10	71		6	15			78	
11	46	·	6	15			78	
- 12	34		6	15			78	
Spec E	1		6	15			78	



•	Grade Level 10-12	Mean Gain per 1	Month St. Dev.
	(Site did not report student scores by grade level)	1.4	3.3
•	Name of Standardize Test(s) Used	d <u>CAT</u>	
Right to Re	ad Teacher Characteris	tics	
	Number Reported	Mean .	Rango
• Age		그는 보다는 문화를 하고 있다면 하다면 하지만 하지만 그는 것이 되는 것이 모든 사람들은 경기를 받는다.	0-34
6 No. Yo	ears Teaching Experienc		_0-8 emale
• Sex	Perce	۱o. [ا	3.1
Ethnicity Po	No. Amr Ind Asian Black	Mexican Puer ack Amer Rica	to No in White Other Indica 3 100
Degree		or MS PhD	Other No Indication
Area of Degree		iman- Fine ties Arts Phy	No vs Sci Math Other c
Job Title	Read Reading Spec Teacher No. 1 2	Bilingual Mult Spec Subje	
Residential Index	No. Inner City Urba	n Suburban Ru	ral No Indication

Teacher Attitude Toward Right To Read Feature's No Indica-(figures indicate number of teachers responding) tion or Not Effectiveness Included Excellent Good Adequate Poor Vory Poor in Program Parent Involve-1 S ment In-service Training Reading 3 Specialist Instructional 2 1 Materials Teacher Preference Regarding Continuing to No: of Teach in Right To Read Program next year: Teachers: Yes 3 Yes, if changes are made Questionable No No Response Identification of Project Director D.

District Supt. Principal	Reading Specialist	Classroom Teacher Other	No Title Indicated
			X

E.	Eff	ectiveness of l	Right 7	o Read	Mat	erials						
	0	Program P	lanning	Proce	dure	}	Very Jeef	ul l	Useful	Not Useful	No Indi	cation
		(PPP)							X			
Ways i	n w	(A document parent involved needs and o materials, a on redirect hich PPP was	lvemer bjectiv nd pro ion of	nt, iden ves, ide gram o existing	tifica entifi rgani (rese	ition ar cation (zation)	nd proof bases	rior asic Also	itizing readin suppli	of stude g appro ed infor	nt ache mat	ion
Struct	urir	ig Identificating Student/T	ion of		Ide	itificat Objectiv	ion ves	Lis Pri	ting orities	Ongoir Eval,		o Idication
x	:											
	¢.	Status and R (S and RC) (A document ment during schools and	with c	harts g	er uidin tivit	g the sies, an	school lie	ol ir	n comm	No l Indica X unity in surroun	volv	
Ways i	n w	hich S and RC	was us	sed:								
Progra Plannii	im i	Student/Teach Needs Assessn	er I nent A	ask ssignm	ents	Displ Progr	ay am	Pro	gress	Referen Source	се	
x		x						*********				
		Information Dissemination	No Indica	ation			,				•	,
•												



F. Technical Assistant Utilization

Rating A Lelpfulness: Very Not No Helpful Helpful Indication

• Technical Assistant Activities:

1.	Program planning	x	11. Identify alternate approaches	
2.	Program implementation		12. Develop team teaching	
3.	Interpret Right to Read planning materials		13. Observe classes	
4.	Work on the Unit Task Force		14. Advise on parental involvement	
5,	Develop Work Statement/ Proposal		15. Recommend consultants	
6.	Develop or identify curriculum materials		16. Budget planning 17. Evaluation	X
7.	Needs assessment		18. Liaison with Right to Read, Washington, D.C.	
8.	Diagnosis/prescription		19. Plan for 1973-74 program	
9.	Identify objectives		, and	
0.	Staff development	x	20. No indication of activity	

G. Parent Involvement

Extent of Involvement

	High	Mediu	m L	W	No Ind	ication
0 1 No 1 N				X		

Activities:

- 1. Unit Task Force
- Program planning 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication



H. Teachur Aldos

Percentage of Teachers Reporting Aides Worked in classrooms 1009 Wore paid 100 Weret Parent Student teacher Community organization member High school student Other 1009 Average number of hours aides worked per semester 630 Types of Activities Performed: Tutoring students X Marking tests X Distributing materials Working in small and large groups X Preparing materials X Lisison with parents and other outside personnel Bus monitoring Supervising recreational activities in or outside class Classroom maintenance Supervising field trips Other

Teacher rating of aides! effectiveness (figures indicate number of teachers reporting data)

A CONTRACTOR OF	Ì	7	8 []	ľ	\ }	, C	t	ŀ	Y	e		1	Ç	ſ	ſ	é	C	t	1	•	,	8			I	,))	f	Ć	0		ť		7	Ģ			Ì	ľ	0	3	r f	\ {	e) (3	t	ŀ	V	e	
STATE OF THE PARTY AND ADDRESS OF THE PARTY AN												A STATE OF S			The state of the s		3				***	STATE OF THE PARTY	Contraction of the Contraction o	St. (Britis La		*							ができたない			Complete Species	A Section of Persons	がある。	表記される											180000000000000000000000000000000000000	

I. Program Characteristics

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Individuals responsible for training:

Consultants
Technical Assistant Team (TAT) members
Project director
Reading specialist
Classroom teacher
No indication

X

Individuals trained:

Reading specialist/teacher
Classroom teachers
Other staff
Paraprofessionals
Parents
No indication

Training areas:

Learning theory
Student background and self concept
Language development
Motor and perceptual skills
Right to Read Program
Diagnostic/prescriptive
approach

Instructional approach
Instructional materials
Teaching techniques
Classroom organization and management
Evaluation
No indication



• -	Frequency of meetings	Very				No
		No in	idication			*** <u>X</u>
		Othe	3:10 A			
		Pare				
			ling spec hers	ialist		
			inistrațo			
			ultants			
•	UTF Members:					
			1.4.1bini	Heibiul	neipiul	Indication X
•	Rating of helpfulness:		Very	U z 1 - Z	Not	No
Plar	ining Phase					
Unit	Task Force Activities					
	No indication					
	Video taping, audio-vis	uals,	multi-n	nedia		
	University courses					
i işl	School visitations, dem	onsti	ation tea	iching, c	lassroon	
	Group or individual me conferences	eting	s, semin	ars, wor	kshops,	[x]
Control SV			시간에 세계 목적하다는			화장이라 아이를 다 하였다.



2.

•

선택적 소식을 하다 살을 하면 그렇게 되었다. 전 경우를 살아가고 나라고 하는데 하는데 살아 있다.	[전략 - 전문] : [14] [14] 전경 # [17] (~ 14]		经有数 医外线线 电路电流电路		ALCOHOLD STATE
Meet with TATs		Develor	materials		٦
Develop proposal or work			ce training		
statement .		Budget			
Needs assessment		그는 우리 그는 일이 전 모음 수	ition dissem	ination	1
Develop diagnostic/prescri approach	ptive	Develop	tests		
dentify objectives		Eyaluat	ion		
Gather data		No indic	ation	X	
Complete PPP					
<u>Implementatio</u>	n Phase				
• Rating o	f Helpfulness:				
		Very Helpful	No Helpful He	t No Ipful Indicati	lori
				X	7
• UTF me	mbers:				
	Consu	ltants			
		dstrators			
		ng special	lst		
	Teach				
	Paren	Tanggaran Ka	3/10 p = 370 p / 1		
	Others				
		ication			
	1			X	
• Frequenc	y of Meetings	i			
		Very Frequent	Frequent	Infrequent	ì
				l v	

Types of Activities:

Types of Activities;

Meet with TATs/consultants	Status and reporting activities
Develop criteria for student sulection or placement	Record progress
등록 (NEC 전투) 등 선생님께 가는 아무리는 하고 있다면서 회사 이번 시간에 되었습니다. 경기를 받는 것 같습니다. 등 전 시간에 되었습니다. 그 사람들은 사람들이 모든 그 그 그 없다.	Serve on special committees
Student diagnosis	Review program progress
Identify tutors	Information dissemination
Inservice training	
유럽하다 보고 있었습니다. 이번 경기에 있는 사람들은 사람들은 사람들은 사람들은 사람들은 사람들은 사람들이 있다. 🗦	Evaluation
Develop community involvement activities	No indication

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription		Supplementary materials	
Identification of student skill levels	\mathbf{x}	Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	
Contracts	\mathbf{x}	Commercially made programs	
Individualized instruction		Student grouping	
Progress checklists		Special classes	700-200
Testing.	X	Skill sessions	
Review case histories:		Field trips	
Staff conferences		Reading/language center	A-10-7
Student/teacher-conferences		Reading specialist, tutors	V.
		Language experience approach	
		Basal text instruction	
		No indication	



4. Program Location:*

Reading is taught as a separate subject Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Single teacher--multi-subjects
Reading specialist (responsible for more than one class)
Team teachers
Students doing cross-age teaching
Tutor-specialist
Tutor-aide
Other
No indication

6. Student Organization:

Individualized reading instruction Sniall groups (5 or fewer students) Large groups (6 or more students) No indication Mean Number of Semester Hours Reported per Class

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Mean Number of Semester Hours Reported per Class



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107 113		I	250
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107 113		Ī	TO ALL
113	2000	l	107
1,1,043		ſ	113
1,101			
		ſ	1, 1, 545.

^{*}Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 3

7. Classroom Language (All Classes Combined):

Language of Instruction Native Language of Students (% of Time Language (% of Students Speaking Used) Language) Standard English 100% 54% Non-Standard English 15 Spanish 28 French American Indian lanyuage or dialect Japanese No indication 3

8. Reading Approach:

Meaning emphasis
Code emphasis
Linguistics
Modified alphabet
Responsive environment
Programmed learning
Individualized reading
Language experience
Eclectic or teacher's own
Other
No indication

18
13
19 (4 5) 45
25
33
8
49
304

9. Techniques Used for Reading Instruction:

Machine - hased programmed instruction
Other programmed instruction
Gaming/simulation
Instructional TV
Interactive media
Intensive involvement
Discussion groups
Demonstration - performance
Lecture
Contracts
Use of supplementary materials.
Other
No indication

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AND THE RESERVE OF THE PERSON OF
三种种人工
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10. Classroom Evaluation Procedures:

	Viasol Com Evaluation Frocedures;	Number of Classrooms in Which Procedure Used
•	Diagnostic reading tests are used with most or all students to determine individual reading needs.	3
•	The teacher has formulated or selected specific objectives for each student.	3
•	The teacher has formulated or selected specific objectives for the entire class.	3
•	The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
	The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
•	Performance of students is measured in terms of objectives set for each individual,	3
•	Performance of students is measured in terms of objectives set for the entire class.	1
•	Visible records are kept of class performance.	3
•	Records of each student's performance are kept with respect to each objective.	3
•	Students are kept informed of their progress.	3
•	Students are involved in self-evaluation.	1
•	Parents are informed of students! progress.	3
•	No indication	

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

			1	# 63 Year College for	gree mpli	shment
. Project Objectives	150 M. 18 18 18 18 18 18 18 18 18 18 18 18 18	1		Acco		/spiles/
TUDENT						
Student Attitude	X	X		975		
Student Behavior						
Student Reading Achievement	X	X				
Reading-Related Skills	<u> X </u>	X				. / k
<u> reacher</u>						
Teacher Competency	X		X		7,43 2,530 3,4	
Teacher Attitude						
Teacher Behavior	X		X			
PARENT/COMMUNITY						
Parent/Community Involvement	X			x		
Parent Attitude	The second				100	
PROGRAM_						
Information Dissemination						
Individualization of						
Innovations						
Inservice Training						
Additional Materials, Services or Personnel						
Confidence of the Confidence o	600 S / 600 C C C C C C C C C C C C C C C C C C	CSFLOUR Extension 1990s	Skeralen to salaras	di. Cuatha di aras din	2 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	

[&]quot;Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings*

			/&&	7
		Site Ren Charles	Printing Work of Printing Series	\. \. \. \. \. \. \. \. \. \. \. \. \. \
Major Area	/ 8 %	/ 	/4°4°	
STUDENT			v .]	
Reading Achievement			X	Å
Reading - Related Skills Social Skills			X	6.
Attitude			x	
TEACHER				
Competency			<u> </u>	
Attitude			<u> </u>	
Teacher-Student Relations			X	
Teacher-Staff Relations	<u> </u>			
PARENT/COMMUNITY				
Support			X	
Involvement		X		
<u>PROGRAM</u>				
Success of Inservice Training			<u> </u>	
Program Flexibility			<u>X</u>	
Helpfulness of Technical Assistance		X		
Significant Changes in Reading Approach			X	
Individualization of Instruction			<u> </u>	
Value of Assistance from Aides/Volunteers			X	

		200		100	31.	20	250	100		100	Carl.	1×1	3.5	20	5.13	-	, S.,	100		200	10.15		- 5		120		100	4	20	. 3	33.			2.0	. 8	0.2		100		2.83	100	17.	28.	300				~ 5.5°.		2530		-	
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^{*}Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

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	Increased emphasis on improving student achievement
<u> </u>	Increased emphasis on improving student attitude
	More remedial help
<u> </u>	Increased effort to involve parents/community
	Increased school-parent communications
<u>_X</u>	More staff training
	More emphasis on diagnostic-prescriptive approach
<u>_x</u>	More emphasis on individualization of instruction
	Expand program within school/school district
	More materials/equipment/personnel
<u>_x</u>	Increased emphasis on improving teacher competency
	Increased emphasis on improving teacher attitude
X	Improved evaluation techniques
	Re-definition of needs
	Improved communication with HEW
	Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS _

, 55